DOCUMENT RESUME

ED 394 372 HE 028 998

TITLE	A Review of Specialized Accreditation. Report and Recommendations.
INSTITUTION	Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE	Dec 95
NOTE	84p.
AVAILABLE FROM	Florida State Postsecondary Education Planning Commission, 224 Collins Bldg., Dept. of Education, Tallahassee, FL 32399-0400.
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Accrediting Agencies; Agency Role; Business Education; Colleges; Community Colleges; *Cost Effectiveness; Engineering Education; Higher Education; Interior Design; Nursing Education; Physical Therapy; *Program Evaluation; State Legislation; Teacher Education; Universities
IDENTIFIERS	*Florida

ABSTRACT

This report presents the results of a review of the costs and benefits of specialized accreditation of higher education institutions and programs. The review surveyed 110 programs in 6 disciplines (business, engineering, interior design, nursing, physical therapy, and teacher education) at public and private community colleges, colleges, and universities throughout the state. It asked program and institutional administrators to identify both positive and negative effects of accreditation and the accrediting process. The report recommends that: (1) institutions should balance the costs and benefits of specialized accreditation; (2) the review cycle for state review of institutions be lengthened; (3) specialized accrediting agencies coordinate the timing of their re-accreditation visit with state reviews; (4) state agencies and accrediting agencies work together to implement visit-by-exception models of accreditation; (5) accrediting agencies broaden their governance structure to include representatives of other disciplines, employers of program graduates, and the public; and (6) the recognition and approval of specialized accreditation agencies be contingent upon evidence of broad governance. Four appendixes provide information on accredited and non-accredited programs in the six disciplines, a copy of the survey form, relevant Florida statutes, and the accreditation status of University of Florida colleges. (MDM)

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ED 394 372

A REVIEW OF SPECIALIZED ACCREDITATION

Report and Recommendations of the Florida Postsecondary Education Planning Commission

HE028998

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The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (SS 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 224 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

A REVIEW OF SPECIALIZED ACCREDITATION

Prepared in Response to Specific Appropriation 194-198
of the
1995 General Appropriations Act
and
Section 24 of Chapter 95-243, Laws of Florida

December, 1995

TABLE OF CONTENTS

EXECUTIVE SUMMARY..... i

INTRODUCTION..... 1

A REVIEW OF THE FLORIDA STATUTES..... 5

SURVEY OF FLORIDA POSTSECONDARY INSTITUTIONS..... 10

ISSUES AND RECOMMENDATIONS..... 16

THE ACCREDITING PROCESS..... 16

THE LINKAGE OF SPECIALIZED ACCREDITATION TO STATE LICENSE TO PRACTICE..... 28

APPENDIX A..... A-1
APPENDIX B..... B-1
APPENDIX C..... C-1
APPENDIX D..... D-1

EXECUTIVE SUMMARY

Legislative Charge

In proviso language accompanying Specific Appropriation 194-198 of the 1995 General Appropriations Act, the Postsecondary Education Planning Commission was directed to:

> *review the costs and benefits of specialized accreditation. For a selected sample of specialized accrediting organizations, this review should identify: 1) all costs involved including membership dues, documentation and report production, diminished productivity due to restrictions on faculty teaching loads or increased course or degree requirements; 2) actual and perceived benefits such as compliance with licensure requirements, improved access to employment or continuing education; 3) other policy issues related to specialized accreditation which should be addressed by the State. Based on this review, the Commission shall prepare a report and recommendations for submission to the Legislature and State Board of Education by December 29, 1995.*

Section 24 of Chapter 95-243, Laws of Florida, enacted by the 1995 Legislature further directed that:

> *All statutes that require baccalaureate degree programs offered by state universities to conform to standards created by public or private accrediting organizations or associations, or professional associations, shall be reviewed by the Postsecondary Education. The Postsecondary Education Planning Commission shall submit recommendations to the Legislature by December 31, 1995, on those statutes which should be revised, consolidated, readopted, or repealed.*

THE ACCREDITING PROCESS

Specialized accreditation associations are national, private and autonomous entities governed by their members through elected boards of directors. For each profession and occupation, specialized accreditation differs in terms of the association's criteria, standards and procedures that are developed, approved and upheld internally by the membership.

Six academic disciplines were reviewed: *Business, Engineering, Interior Design, Nursing, Physical Therapy and Teacher Education.* Florida's public and independent postsecondary institutions were surveyed regarding the costs and benefits of membership in specialized accrediting associations. The Florida Statutes were reviewed to determine whether specialized accreditation is required as a prerequisite to the examination for licensure. Two points of focus emerged: (A) The accrediting process and its impact on an educational program and its institution, and (B) The linkage of specialized accreditation to State licensure.

For each specialized accreditation association, the accrediting standards and criteria are established by educators and practitioners from within the membership and are both specific and prescriptive. Program administrators of the six disciplines and institution administrators identified both positive and negative effects of accreditation and the accrediting process. Based on this testimony, as well as survey results and accrediting agency documents, concerns are identified, conclusions stated and, where appropriate, recommendations are made regarding the specialized accreditation process.

Concern # 1: The Cost of the Accrediting Process

Conclusion

A primary concern regarding specialized accreditation is the cost of the accrediting process in terms of department resources and faculty/staff time and energy, particularly in light of the number of accreditation and program review activities that are required of most academic programs.

Recommendation:

1. ***Prior to the decision to seek specialized accreditation, Florida postsecondary institutions should balance the direct and indirect costs of the accrediting process against the benefits derived.***

Concern #2: Duplicative Review Processes

Conclusion

In the specialized accreditation and state program review processes for public postsecondary programs, there is a need to promote efficiency and to eliminate requirements and procedures that are simultaneous, unnecessarily duplicative or no longer perform a needed function.

Recommendations:

2. ***The Board of Regents should consider the review of Section 240. 209(5)(b), Florida Statutes, which authorizes academic program reviews in the State University System every five years to determine if sufficient flexibility exists to allow for a longer review cycle and reviews by exception.***

3. ***The Board of Regents and the State Board of Community Colleges should formally request that each specialized accrediting agency, for programs where appropriate, coordinate the timing of its re-accreditation visit with the sector program review.***
   For certain academic programs in which all sector programs are specially accredited, the re-accreditation visit, depending on the accreditation cycle, may be sufficient to replace a planned sector program review.

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4. ***For academic programs subject to specialized accreditation, the Board of Regents and the State Board of Community Colleges, and the appropriate accrediting association should work collaboratively to establish policies and procedures whereby re-accreditation visits are conducted according to a visit-by-exception model. A review process should be developed that is activated following the identification of a program that demonstrates poor quality or weakness through specific indices agreed upon by both entities.***
Indices should include licensure exam results, degree completion rates, and employment placements and earnings.

Recommendation:

Concern #3: The Governance Structure of Accreditation Boards

5. ***The Board of Regents and the State Board of Community Colleges should formally request that professional accreditation boards broaden their governance structure to include representatives of other disciplines, particularly from the liberal arts and science fields, and representatives of employers of program graduates and the public.***

Conclusion
The considerable discussions that are occurring nationally on specialized accreditation present an opportunity for Florida postsecondary sector boards, educational administrators and policymakers to recommend reforms to the governance of accrediting associations and to the coordination of the accrediting process among associations and state agencies.

Recommendation:

6. ***The Board of Regents, the State Board of Community Colleges and the Independent Colleges and Universities of Florida should recommend to the U. S. Department of Education and the Commission on Recognition of Postsecondary Accreditation that these agencies consider the revision of their policies to make the recognition and approval of specialized accreditation associations contingent upon evidence of a broad governance structure that includes educators from other disciplines, and representatives of state postsecondary boards, employers of program graduates and consumers.***

Conclusion
While the specialized accrediting process demonstrates that an educational program conforms to the standards of the professional association, the quality of a program should be determined by indices of performance and outcome measures.

Concern #4: Specialized Accreditation as a Requirement for Program Quality

THE LINKAGE OF SPECIALIZED ACCREDITATION TO STATE LICENSE TO PRACTICE

For certain professions in Florida, primarily in the medical/health care fields like physician assistant, occupational therapy, dentistry and veterinary medicine, State law mandates a direct linkage between the process to gain license to practice in the State and the specialized accreditation status of the educational programs that produce trained practitioners for the profession. In such cases, the statute expresses that the educational program must conform to provisions and standards of the specialized accreditation association.

The coupling of accreditation and licensure remains one of the most important components in allowing a profession to control the numbers, educational requirements and minimal competencies for candidates who become eligible for licensure. There are legislators, educators and practitioners who assert that association members have a vested interest in limiting entrants into practice. This relationship and the resultant control of certain specialized accreditation agencies over access to professional practice has been a concern for many years and warrants ongoing review.

Conclusion

Florida Statutes exist that mandate graduation from a specially accredited educational program in order to sit for the examination to obtain a license to practice in a specified profession. There are professions for which this requirement is appropriate for the health and safety of Florida citizens. There may be individuals or occupational groups for which the accreditation/ licensure linkage excessively restricts entry into the profession.

Recommendation:

7. ***The Joint Legislative Auditing Committee should be designated as the entity for individuals or affected groups to redress concerns regarding the regulations for entry into a profession or occupation in Florida. The process should allow for the review of State Statutes and Rules, licensing procedures and educational program requirements relating to the profession and/or occupation.***

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INTRODUCTION

Legislative Charge

Proviso language accompanying Specific Appropriation 194-198 of the 1995 General Appropriations Act, directed the Postsecondary Education Planning Commission to:

> *review the costs and benefits of specialized accreditation. For a selected sample of specialized accrediting organizations, this review should identify: 1) all costs involved including membership dues, documentation and report production, diminished productivity due to restrictions on faculty teaching loads or increased course or degree requirements; 2) actual and perceived benefits such as compliance with licensure requirements, improved access to employment or continuing education; 3) other policy issues related to specialized accreditation which should be addressed by the State. Based on this review, the Commission shall prepare a report and recommendations for submission to the Legislature and State Board of Education by December 29, 1995.*

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Background Information

In most other countries, the establishment and maintenance of educational standards is the responsibility of a central government. In the United States, however, the regulation of education is constitutionally reserved to the states. The system of voluntary nongovernmental evaluation, called accreditation, has evolved to promote both regional and national approaches to the determination of educational quality.

There are two types of accreditation and accrediting associations: institutional and specialized or programmatic accreditation. Institutional accreditation is carried out by associations which are regional or national in scope and focuses on the review of a college or university as a total institution, including its academic programs, organization and administration, financial and physical resources, faculty and staff and personnel policies, student personnel services and other elements pertaining to the total educational program at the institution. As one of six regional associations, the Southern Association of Colleges and Schools (SACS) accredits colleges and schools in 11 Southern states, including Florida. Currently, the membership in SACS includes more than

11,000 public and private institutions, ranging from universities to early childhood centers and kindergartens, that enroll more than 11 million students.

Specialized, programmatic or professional accreditation is carried out by associations within specific occupational or professional fields and is typically directly related not only to an educational program but also to the professional association in the field.

In the late nineteenth century, the specialized accrediting process was born out of the concern of the medical profession about the quality of educational programs that were preparing its practitioners and a desire to identify the kinds and amount of training considered minimal for entry into medical practice. Since the 1930s, an increasing array of educational programs, primarily health care programs, have become subject to specialized accreditation. These agencies accredit programs that prepare professionals, technicians or members of particular occupations and require that the programs they evaluate be part of an institutionally accredited college or university. Each of these groups has its distinctive definition of eligibility, criteria for accreditation, and operating procedures, but all have undertaken accreditation activities primarily to provide quality assurances concerning educational preparation of members of the profession or occupation. Today, a profession without an arm for accrediting academic programs is a rarity.

Although accreditation is basically a private, voluntary process, accreditation is a consideration in, and sometimes a prerequisite to, many formal actions - by governmental funding agencies, scholarship commissions, foundations, employers, counselors, and potential students. Accrediting agencies, therefore, are often viewed as quasi-public entities with certain responsibilities to the many groups which interact with the educational community. Over the years, even though the public, the institutions, the professions and the government have relied heavily upon accreditation to provide indices to the quality of institutions and programs, critics have voiced concern regarding the power and control held by accrediting agencies.

In the past two decades, state legislatures and citizen groups have become progressively concerned with educational accountability, institutional effectiveness and academic program review, causing public postsecondary institutions to place priority on responding to related state mandates. At the same time, however, institutional and specialized accreditation procedures required of the institutions have become more detailed and expensive. College and university administrators and program directors increasingly have questioned the value and relevance of the accrediting process, in light of current national and state education priorities. A more fundamental concern, and one of the chief causes of tension between campus leaders and specialized accrediting agencies, is the question of who is being served by the accreditation process, the institution or the professional association.

Commission Activities

During the past decade, the Commission has examined educational issues related to specialized accreditation in numerous studies and activities. In 1985, the Commission conducted ***A Study of Postsecondary Education Accreditation*** to determine the feasibility of the creation of a state system of accreditation for public and independent postsecondary institutions and programs as an alternative to the existing accreditation practices. While the Commission did not favor an alternative accreditation process, recommendations were made to improve coordination of the practices of accrediting associations and to improve the linkage between program review processes and specialized accreditation visitations. The Commission also called for the uncoupling of specialized accreditation and the state process of occupational licensure where sufficient control for quality assurance exists.

In its 1986 study of ***Allied Health Education in Florida***, the Commission examined specialized accreditation of allied health programs. Considerable testimony was received concerning overly prescriptive requirements issued by numerous allied health accrediting bodies, including the amount of leverage exerted by some associations due to the linkage between accreditation and licensure. Recommendations called for a reduced role of specialized accrediting associations in Florida in the areas of licensure and institutional program review.

During 1986 and 1987, the Commission was represented on the State Delegate Assembly of the Southern Association of Colleges and Schools (SACS) and contributed to a report and recommendations on specialized accreditation that called for diminishing the autonomy of specialized accrediting bodies and broadening SACS' institutional accreditation process, particularly in the fields of allied health.

In its ***Master Plan for Florida Postsecondary Education 1988 Update***, the Commission identified the need to improve academic program review procedures and called for increased collaboration and cooperation between the various accrediting agencies operating in Florida's public postsecondary institutions and the State's governing or coordinating boards which regulate the program review processes.

To direct this study, the Commission Chairman appointed a Program/Planning Committee under the chairmanship of Mr. Ivie Burch that included Commission members Mrs. Sally Gillespie, Dr. Bob Mautz, Mrs. Karen Plunkett, Mr. Edgar Tolle and Mr. Mark Wheeler. For this study, the Committee identified six disciplines for the review of specialized accreditation issues: Business, Engineering, Interior Design, Nursing, Physical Therapy and Teacher Education. These six disciplines provided a broad representation of specialized accreditation associations and accrediting criteria for associate degree and baccalaureate programs, as well as licensing policies and employment settings for graduates. The Committee surveyed deans, department heads, and program coordinators of Florida public and independent postsecondary

institutions regarding the costs and benefits of membership in specialized accrediting associations in these disciplines. In addition, the Florida Statutes were reviewed to determine the role of specialized associations in the regulation of professions and occupations. Six public meetings of the Program/ Planning Committee were held between June and December of 1995 and included considerable testimony from institution administrators and representatives of the disciplines in this study.

A REVIEW OF THE FLORIDA STATUTES

The Florida Statutes, specifically Title XXVI [***Education***] and Title XXXII [***Regulation of Professions And Occupations***], were reviewed by the Commision to identify chapters and sections where specialized accreditation is referenced in practice, licensure and/or certification law. For this study, a sample of six postsecondary disciplines, *Business, Engineering, Interior Design, Nursing, Physical Therapy* and *Teacher Education*, was selected to provide a broad representation of specialized accreditation issues for review. The statutes relating to two of the six disciplines, interior design and teacher education, were revised by the 1995 Legislature.

Below are highlights of the statutes relating to the six disciplines in this study. Specific statute language for these chapters and the complete statute review appear in Appendix C.

Business - Public Accountancy - Chapter 473, F.S.

Section 473.306 states that applicants who desire to take the licensure examination to practice in Florida as a certified public accountant must meet certain "educational requirements from an accredited college or university." The requirements specify a major in accounting and at least 30 semester or 45 quarter hours in excess of those required for a 4 year baccalaureate degree.

The section also states that the Board of Accountancy has the authority to determine "which educational institutions, in addition to the universities in the State University System of Florida, shall be deemed to be accredited colleges or universities."

Chapter 61H1-27, Florida Administrative Code, provides "Educational And Experience Requirements" for the Division of Certified Public Accounting. This chapter states that an accredited college or university is a four-year degree granting college or university in the State University System, or other four-year degree granting educational institution accredited by virtue of membership in one of the regional accrediting agencies.

The specialized accreditation associations, the American Assembly of Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP), are not mentioned in either the Florida Statutes or the Florida Administrative Code.

Engineering - Chapter 471, F.S.

Section 471.013 states that applicants to take the licensure examination to practice engineering in Florida must graduate from an engineering curriculum approved by the Board of Professional Engineers. The chapter states that "the board shall adopt rules providing for the review and approval of schools or colleges and the courses of study in engineering in such schools and colleges." "The board may adopt rules providing for the acceptance of the approval and accreditation of schools and courses of study by a nationally accepted accreditation organization.

Chapter 61G15-20, Florida Administrative Code, provides "Education And Experience" rules for the engineering profession. The chapter defines "Board approved engineering programs" as "engineering curricula accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET), approved by ABET, Approved by the Board of Professional Engineers as equivalent to ABET," or "non-ABET-approved engineering programs for a post-baccalaureate degree in engineering from a school or college in the United States which has an accredited engineering curriculum in a related discipline at the baccalaureate level.

Interior Design - Chapter 481, F.S.

The regulation of interior design by the State and by the Board of Architecture and Interior Design has been actively reviewed during the past two years. The 1994 Legislature passed a practice act for interior designers that redefined the term "interior design" and established minimum qualifications for the safe practice of interior design in Florida. Specifically, the law eliminated the two-year community college and three-year private interior design educational programs as acceptable means of meeting educational requirements for licensure.

The 1995 Legislature, however, revisited the interior design practice act and reinstated two and three year programs, in conjunction with their experience requirements, as acceptable for fulfilling interior design licensure requirements relating to education. This legislation also removed the mandate that an applicant for licensure must have completed educational requirements in a college of interior design whose curriculum was accredited by the Foundation for Interior Design Education Research (FIDER).

Section 481.209, F.S. directs the board to certify that an applicant for licensure completed education according to the following options:

(a) Is a graduate from an interior design program of 5 years or more and has completed 1 year of diversified interior design experience; or

(b) Is a graduate from an interior design program of 4 years or more and has completed 2 years of diversified interior design experience; or

(c) Has completed at least 3 years in an interior design curriculum and has completed 3 years of diversified interior design experience; or

(d) Is a graduate from an interior design program of at least 2 years and has completed 4 years of diversified interior design experience; or

(e) Has completed 6 years of diversified interior design experience, provided that at least 4 years were accumulated prior to October 1, 1994.

Addressing the approval of educational programs, the section states that "the board shall adopt rules providing for the review and approval of programs, schools, and colleges of interior design and courses of interior design study based on a review and inspection by the board of the curriculum of programs, schools and colleges of interior design in the United States including

those programs, schools and colleges accredited by the Foundation for Interior Design Education Research."

Nursing - Chapter 464, F.S.

Nursing education in Florida is regulated by the Florida Board of Nursing which is now a part of the Department of Business and Professional Regulation's Agency for Health Care Administration. The Florida Statutes provide minimal detail on educational preparation for nurses and states that applicants for licensure must complete the requirements for graduation "from an approved program for the preparation of registered nurses or licensed practical nurses."

Chapter 59S-2, Florida Administrative Code, sets forth extensive rules for the approval of nursing programs in the State, including educational objectives, faculty qualifications, curriculum guidelines and clinical training. Chapter 59S-2.011 establishes an Education Committee to be responsible for approval, review, continued monitoring and oversight of nursing programs in the State.

The National League of Nursing (NLN), the specialized accreditation association for nursing in the U.S.., is not mentioned in statute or rule.

Physical Therapy - Chapter 486, F.S.

Chapter 486, F.S., relating to physical therapy and physical therapy assisting, states that applicants for licensure must have graduated from a school of physical therapy that has been approved "by the appropriate accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation or the U.S. Department of Education."

Chapter 59Y-1, Florida Administrative Code, provides rules for the operation of the Board of Physical Therapy Practice. Chapter 59Y-3.001 specifies that an applicant for licensure "has received a bachelor's degree, or its equivalent, in physical therapy, which course of study has been approved for the training of physical therapists by the American Physical Therapy Association, the appropriate accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation." For the physical therapist assistant, chapter 59Y-4.001 specifies that the applicant "has received an associate's degree, or its equivalent, for physical therapist assistants, which course of study has been approved for the training of physical therapist assistants by the American Physical Therapy Association, the appropriate accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation."

Chapter 240.6074, F.S. established the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program. To be eligible for this loan program, a student must be enrolled in a physical therapist or physical therapist assistant program that is "accredited by the American Physical Therapy Association."

Teacher Education

Postsecondary Education - Chapter 240, F.S., Part V - Specific Programs and Institutions

The 1995 Legislature revised Chapter 240.529, Public accountability and state approval for teacher preparation programs, which establishes a system for approval of teacher preparation programs. The section on initial state program approval now provides an alternative program approval process in addition to the process " that incorporates those provisions and requirements necessary for recognition by the National Council for the Accreditation of Teacher Education and that provides for joint accreditation and program approval by the state and the National Council for the Accreditation of Teacher Education for those units seeking initial or continuing accreditation." The new alternative approval process to be developed by the Department of Education "shall be based primarily upon significant, objective and quantifiable graduate performance measures. This approval process shall not be based on National Council for the Accreditation of Teacher Education provisions and requirements."

Chapter 6A-4.003, Florida Administrative Code, states that degrees and credits awarded by accredited institutions, accredited by one of the six regional accrediting associations, are "acceptable for teacher certification purposes." The chapter also states that teacher preparation programs, either accredited by NCATE and/or approved by the Florida Department of Education, will "fulfill the general and professional preparation requirements and the specialization requirements in the major subject of the approved program."

The Regulation of Educational/ Training Requirements

In new legislation, Chapter, 95-243, Section 23, Laws of Florida, the 1995 Legislature has strengthened the regulation of education requirements that relate to entry into a profession or occupation. The law states that:

"any state agency or board that has jurisdiction over the regulation of a profession or occupation shall consult with the State Board of Independent Colleges and Universities, the State Board of Independent Postsecondary Vocational, Technical, Trade, and Business Schools, the Board of Regents and the State Board of Community Colleges prior to adopting any changes to training requirements relating to entry into the profession or occupation."

The intent of this legislation is to analyze the impact of any changes in education/training requirements on the length of time to complete the program and on student and program costs.

Summary

Florida Statutes, that address the regulation of professions and occupations for which a baccalaureate degree is required, typically reference accreditation status of an educational program in a section on the requirements for licensure examination. These sections contain broad language that states that an applicant for licensure must meet the educational requirements from a college or university that is accredited by an agency recognized and approved by a professional board or by the U.S. Office of Education. There are few statutes that require that educational degree programs offered by state postsecondary institutions must conform to provisions and standards of a specialized accredita-

tion association. Such statutes exist, however, and are predominantly for professions in the medical/health care fields; nursing being an exception.

For certain professions, like engineering and physical therapy, the Florida Administrative Code contains rules that mandate specialized accreditation as a prerequisite of the appropriate state professional board to sit for the licensure examination.

For two of the six disciplines that were examined, the 1995 Legislature revised the statutes that regulate the educational qualifications required to sit for the licensure examination. In both cases, the direct linkage to the requirements of a specialized accreditation association was weakened. In the Interior Design Practice Act, the Legislature removed the requirement that a program, school or college of interior design be accredited by the Foundation for Interior Design Education Research (FIDER). Similarly, the state approval process for all teacher preparation programs in the State was revised by the Legislature to establish an alternative approval process that is not based on the requirements of the National Council for the Accreditation of Teacher Education (NCATE).

SURVEY OF FLORIDA POSTSECONDARY INSTITUTIONS

In early September, approximately 200 surveys were mailed to deans, department chairs or program coordinators of public and independent postsecondary programs in the Commission's sample of six disciplines: *Business, Engineering, Interior Design, Nursing, Physical Therapy and Teacher Education* (See program list in Appendix A). The survey (Appendix B) is a revised version of a 1985 Commission survey that was used in ***A Study of Postsecondary Education Accreditation***. Below are findings and conclusions based on the analysis of 110 survey responses in key subject areas of the survey.

Demographics

Survey analysis was based on 110 usable surveys (See Table I). Thirty-eight surveys were received from State University System (SUS) academic programs (37 are specially accredited), 42 surveys were received from Community College System (CC) programs (22 are specially accredited), and 18 surveys were received from Independent Colleges and Universities of Florida (ICUF) institutions (9 are specially accredited). In total, 68 of the 98 responses (69%) are from specially accredited programs, and 50 percent of the ICUF surveys are from accredited programs. Twelve surveys were returned from the offices of postsecondary provosts or vice presidents for academic affairs. As an indication of the interest of the state's postsecondary community in this study, over 60 additional surveys were voluntarily submitted from a variety of other academic programs.

TABLE I

SPECIALIZED ACCREDITATION SURVEY RESPONSES

	SUS	# ACCREDITED	CC	# ACCREDITED	ICUF	# ACCREDITED
Business	9	9 (AACSB)	7	1 (ACBSP)	5	1 (ACBSP)
Teacher Education	8	8 (NCATE)	0	—	6	1 (NCATE)
Engineering	6	6 (ABET)	6	1 (ABET)	2	2 (ABET)
Interior Design	3	2 (FIDER)	4	1 (FIDER)	0	—
Nursing	9	9 (NLN)	20	14 (NLN)	5	5 (NLN)
Physical Therapy	3	3 (APTA)	5	5 (CAPTE)	0	—
Provost/V.P.	2	—	5	—	5	—
Total Programs	**38**	**37**	**42**	**22**	**18**	**9**

Programs Not Accredited

Five of six surveys received from ICUF business programs revealed that the programs do not advocate specialized accreditation and are not accredited by the American Assembly of Collegiate Schools of Business (AACSB). Primary reasons identified by these programs were that "accreditation is not required for licensure/employment of graduates," and the "cost of the accrediting process." In engineering technology, five of the six community college programs also reported that they are not accredited, as "accreditation is not required for the employability of program graduates." Four of five community college interior design programs reported that the employability of associate degree graduates is not determined by accreditation status. The cost of the accrediting process was also identified by a majority of these respondents.

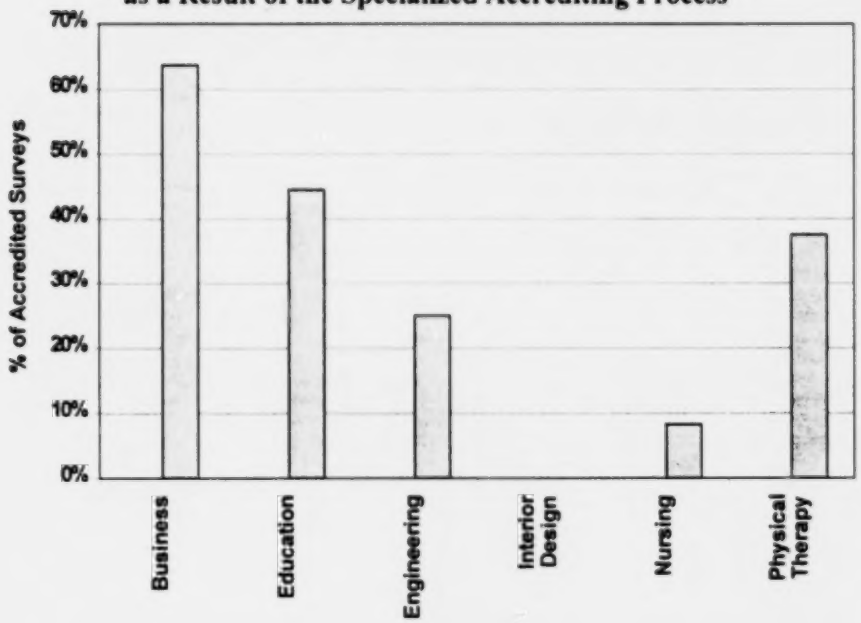
In nursing, six of the community college programs responded that they do not have specialized accreditation. Primary reasons cited were "policies of my institution" and "cost of the accrediting process." Five of the six respondents reported, however, that they advocate specialized accreditation for their associate degree nursing program.

Degree, Curriculum, Program Changes

Of the baccalaureate business schools accredited by the AACSB, seven schools reported that they added courses to the curriculum as a result of the accrediting process and seven schools reported that faculty positions were added. Two schools reported that no changes were made in their program. Figure I illustrates the percentage of accredited programs, by discipline, that added faculty positions as a result of the accrediting process.

Figure I

Program, by Discipline, that Added Faculty Positions as a Result of the Specialized Accrediting Process



Five of the seven teacher education programs accredited by the National Council for the Accreditation of Teacher Education (NCATE), reported that they both added and deleted courses as a result of the accrediting process. Three of the eight engineering colleges and programs accredited by the Accreditation Board for Engineering and Technology (ABET), reported that they modified course offerings by both adding and deleting courses. Two programs added faculty positions and four programs made no significant changes as a result of the accrediting process. In interior design, all three of the programs accredited by the Foundation for Interior Design Education Research (FIDER) added courses to their degree program as a result of the accrediting process.

Of the ten baccalaureate nursing programs accredited by the National League for Nursing (NLN), three programs reported that they both added and deleted courses as a result of the accrediting process. Four programs responded that they made no significant changes. None of the 14 accredited community college programs reported adding hours or courses to their program, and six programs reported that they have reduced the number of credit hours for the degree. Eight of the associate degree programs responded that no significant changes were made in their program. In physical therapy programs accredited by the American Physical Therapy Association (APTA), three programs added faculty positions as a result of the accrediting process and four programs made no significant changes in their programs.

Costs The accrediting process involves both direct expenditures by the program that include application and accreditation fees, costs to conduct and print a self-study and travel costs for a visitation team, and indirect costs that relate to the time and effort required by faculty and support staff to complete all components of the accrediting process. There is a wide disparity of total costs as reported by the respondents in each of the six disciplines, which may be the result of self-reporting inconsistencies and individual differences in the interpretation of accreditation costs, particularly in the calculation of the indirect costs of the accrediting process. Many programs (over 60 percent of the survey responses) did not report any indirect costs, while a few responses reported the total costs of adding faculty positions. The interpretation of the median totals should be done with caution.

TABLE II

SPECIALIZED ACCREDITATION COSTS

DISCIPLINE	N	DIRECT COSTS			TOTAL COSTS		
		HIGH	LOW	MEDIAN	HIGH	LOW	MEDIAN
Business	8	$41,450	$3,500	$15,143	$41,450	$3,500	$20,367
Teacher Education	5	$74,977	$21,148	$51,261	$195,000	$46,310	$111,490
Engineering	5	$35,035	$11,800	$31,009	$42,600	$34,600	$38,508
Interior Design	3	$8,000	$4,950	$6,117	$8,000	$4,950	$6,117
Nursing (BS)	8	$29,300	$3,800	$14,051	$29,300	$4,850	$14,504
Nursing (AS)	13	$19,632	$3,000	$8,990	$23,432	$4,700	$9,885
Physical Therapy	3	$19,780	$1,800	$8,260	$19,780	$1,800	$8,260

Benefits Survey participants were asked to identify and rank order benefits of specialized accreditation to the students, to the department and to the institution. Below is a review of survey responses to the section on benefits of accreditation.

In all three areas, respondents in the six disciplines reported very similar views. In the section on benefits *To the Students*, each of the disciplines ranked highest the benefit that accreditation "provides assurance of a high quality program, strong curriculum and sufficient educational resources." Business re-

spondents rated as second highest that "more employers schedule visits to recruit program graduates", while all other disciplines rated second highest that accreditation "provides a credential that facilitates transferability and employment."

In the section on benefits *To the Department*, all disciplines except business rated highest the benefit that accreditation "provides assurance of a high quality program." Respondents from the business discipline rated highest that accreditation was "an influencing factor in the recruitment of high quality faculty." Other benefits reported frequently were that the process provides the opportunity to "define and clarify mission, goals and objectives," and to "identify program strengths and weaknesses."

In the section on benefits *To the Institution*, all disciplines except physical therapy rated highest the benefit that accreditation provides "a measure of program quality and institution prestige." Respondents from the physical therapy discipline indicated in strong measure that the primary benefit is that accreditation "complies with state program licensing requirements." The second highest ranked benefit identified by all disciplines was that accreditation is "an influencing factor in the recruitment of high quality students and faculty."

State Policies

Survey participants were asked their opinions on the role of the State in the regulation of their discipline. Specifically, they were asked if specialized accreditation should be required in Florida law for their academic program and/or for *any* academic program. Of the six disciplines in the survey, the majority of respondents from only one discipline (physical therapy at 63%) reported in favor of state-mandated accreditation for their program. Most of the physical therapy respondents identified the areas of health professions and graduate and/or professional programs. Respondents in the other five disciplines overwhelmingly opposed state-required accreditation for their programs. Specific percentages were as follows: business - 95% opposed; education - 73% opposed; engineering - 67% opposed; interior design - 60% opposed; and nursing - 67% opposed to state-required accreditation.

Survey participants were also asked if the professional/occupational licensure process should mandate that individuals who seek licensure must graduate from a specially accredited program. A majority of respondents in physical therapy programs (88%) and in interior design programs (60 %) responded in favor of this linkage. A majority of the respondents of the other four disciplines opposed such a requirement in the licensure process (business - 81%); (education - 58%); (engineering - 58%); and (nursing - 58%).

Institution Administrator Responses

Surveys were also sent to institution provosts/vice presidents of academic affairs at the state's public and independent postsecondary institutions in order to gain an institution-wide perspective on accreditation issues. Twelve surveys were returned, including responses from five ICUF institutions and five

community colleges. Seven of the 12 respondents reported that they do not advocate specialized accreditation. Primary reasons cited were cost of the process, overly prescriptive association standards and the fact that specialized accreditation is not required for licensure of graduates. Relevant comments included the following quote from a private university administrator: "I see no need to extend our resources beyond those required by SACS (the regional accrediting body). The two public university administrators responded as follows: "The Office of Academic Affairs has no issues of concern that are not represented by individual department responses;" and "The System must coordinate reviews and work with institutions, the State and other organizations to ensure that accreditation associations do not exceed their intended purposes."

Summary The initial analysis of the specialized accreditation survey responses have led to the following summary statements:

- In the six disciplines examined in this study, a vast majority of public university programs (37 of 38 responses) are accredited by specialized associations, while, according to the surveys, 53 percent of the community college programs and 50 percent of the ICUF programs are specially accredited.

- There are two primary reasons why programs are not accredited: the cost of the process and the fact that accreditation is not required in their field for licensure or employment.

- Five of six community college nursing programs that are not accredited reported that they advocate specialized accreditation for their program.

- In the business discipline, courses were added as a result of the AACSB accrediting process in seven of eleven schools and seven schools reported that faculty positions were added.

- A majority of the teacher education programs reported that they modified their programs by both adding and deleting courses as a result of the accrediting process.

- Three of the FIDER-accredited interior design programs who responded reported that faculty positions were added as a result of the accrediting process.

- None of the 14 NLN-accredited community college nursing programs reported adding hours or courses to their program and six programs reported that they have reduced the number of credit hours.

- There is a wide disparity in the direct and total cost data for the accrediting process as reported for the six disciplines, most likely due to inconsistencies in reporting indirect costs.

- Respondents in the six disciplines reported very similar rankings of the benefits of specialized accreditation. The primary selection in all three areas was that accreditation "provides assurance of a high quality program."

- A majority of the institution administrators who responded to the survey reported that they do not advocate specialized accreditation due to the cost of the process, overly prescriptive agency standards and the fact that specialized accreditation is not required for licensure/employment for graduates.

ISSUES AND RECOMMENDATIONS

Accreditation is a system of voluntary, nongovernmental evaluation that has evolved to promote both regional and national approaches to the determination of educational quality. Specialized or professional accreditation is carried out by associations within specific occupational or professional fields and is related not only to an educational program but also to the requirements of practicing in the profession.

Specialized accreditation agencies are national, private and autonomous entities that are governed by their own members through elected boards of directors. Further, the accrediting process is initiated by an academic program voluntarily, in most cases, and is based on standards and criteria developed, approved and upheld internally by the collective membership. The Commission found that, for each profession and occupation, specialized accreditation differs in terms of the association's criteria, standards and procedures. During Commission deliberations, however, two points of focus emerged: (A) The accrediting process and its impact on an educational program and its institution, and (B) The linkage of specialized accreditation to State licensure. In this chapter, concerns are raised in each of these areas, conclusions are stated and, where appropriate, recommendations are made.

THE ACCREDITING PROCESS

Specialized accreditation associations view accreditation as one of several tools for protecting and promoting the status of the profession and its practitioners. These agencies, often with specific standards for competency, exist in occupational or professional fields in which educational programs are designed to prepare persons for entry-level practice. These are fields where there is a clearly-defined, entry-level degree and a common curriculum. They are characterized by a high degree of professional cohesiveness and homogeneity, as well as high visibility to the public. The verification of quality responds to the expectations of the public that the credential gained upon completion of an educational program signifies a proficient practitioner. The specialized agencies believe that their role is to meet these expectations through a process of review, evaluation and certification.

The accrediting process typically is as follows: standards or criteria for accreditation are established by the sponsoring association, the program aspiring to accredited status conducts a self-study according to those criteria and other rules of eligibility, an on-site visit is conducted by a group of peers who makes recommendations, and an accrediting decision is made by an accrediting committee from the sponsoring association.

For each association, the accreditation criteria are established by educators and practitioners from within the membership, and are both specific and prescriptive. Although the criteria varies widely from one accrediting body to another, the review typically will include statements on (1) the organization, administration, and governance of the program, (2) faculty qualifications, teaching loads and student-faculty ratios, (3) criteria for the admission and retention of students, (4) curriculum content and balance, (5) the library, (6) facili-

ties and equipment, and (7) financial resources. Other rules of eligibility vary according to the association.

The linkage with the State through the licensing process has given accrediting agencies leverage to impose extensive requirements on educational institutions. Detailed requirements for accreditation may affect resource allocation decisions which can influence course content, graduation requirements and personnel decisions. Further, although the specialized accrediting process has been termed a "voluntary" process, there are often significant consequences associated with failure to achieve accreditation. For students in certain professional programs, in addition to not having access to the state licensure process if they do not graduate from an accredited program, they may be ineligible for certain federal assistance programs. Accreditation is also required for certain programs to be eligible for federal grants, which often provide resources for program and/or department expansion.

As was reported in Chapter III, the Commission surveyed public and independent postsecondary institution deans and department chairs in six disciplines on specialized accreditation issues. Analysis of the survey responses produced the following findings:

- Programs that are not accredited cited two primary reasons for not being accredited: the cost of the process and the fact that accreditation is not required in their field for licensure or employment.

- The institution data on accreditation costs were not unduly high for most disciplines and revealed a high disparity in the direct and total costs.

- In the business discipline and in the interior design discipline, most of the programs added faculty as a result of the accrediting process. No program reported that faculty positions were deleted as a result of the process.

- Most disciplines reported that they modified their program as a result of the accreditation process by both adding and deleting courses.

- Responses from all six disciplines on the benefits of accreditation strongly focussed on the view that accreditation "provides assurance of a high quality program and strong curriculum" and is "a measure of institution prestige."

The Commission received considerable testimony from Florida academic deans and department chairs regarding the actions of many specialized accrediting bodies to revise their standards to make the accrediting process more flexible, efficient and relevant to today's workplace. Presenters focussed on the benefits of being accredited by a specialized association and reported that the self-study process provides valuable feedback on the quality (strengths and

weaknesses) of the academic program. The following general points highlight their testimony.

Accreditation:

- enhances the recruitment of students and faculty;
- improves student articulation (transferability) both to instate and out-of-state institutions;
- is required for graduates to seek licensure to practice;
- serves as a validation for employers of a minimum level of training of program graduates;
- provides a link to national and global issues, changes and trends;
- is required for certain federal grant programs, and for military service in certain professions.

While the above testimony indicates that certain specialized associations are reviewing and revising their standards, some institution administrators believe that the agencies remain reluctant to revise the specific procedures of the accrediting process that directly affect individual academic programs, departments, colleges and institutions.

Areas of Concern

Based on the review of considerable public testimony on the specialized accrediting process, survey results from public and independent postsecondary deans, department heads and program coordinators and information submitted by accrediting agencies, the Commission identified the following concerns regarding specialized accreditation.

Concern #1: The Cost of the Accrediting Process

The accrediting process involves both direct expenditures by the program that include application and accreditation fees, costs to conduct and print a self-study and travel costs for a visitation team, and indirect costs that relate to the time and effort required by faculty and support staff to complete all components of the accrediting process.

Survey data on the direct and indirect costs of the accrediting process received from public and independent institution representatives revealed wide disparity of totals in the six disciplines examined in this study. These differences appear to be the result of self-reporting inconsistencies and individual differences in the interpretation of accreditation costs, particularly indirect costs. Over 60 percent of the responses from accredited programs did not report indirect costs, while a few responses reported the total costs of adding faculty positions.

Conclusion

A primary concern regarding specialized accreditation is the cost of the accrediting process in terms of department resources and faculty/staff time and energy, particularly in light of the number of accreditation and program review activities that are required of most academic programs.

Survey data revealed that one of the primary reasons cited why postsecondary programs are not specially accredited is "the cost of the accrediting process." In nursing, six of the community college programs responded that they do not have specialized accreditation. Primary reasons cited were "policies of my institution" and "cost of the accrediting process." Five of these six respondents reported that, while not currently accredited, they advocate specialized accreditation for their associate degree nursing program. The president of one of the state's large community colleges testified before the Commission that the direct cost for the most recent year for his college to maintain accreditation with 19 specialized agencies was approximately $50,000, and that he had anticipated a higher cost. Representatives of accredited programs have strongly expressed the view that the cost of specialized accreditation represents the cost of quality assurance for a program. Institution representatives, however, have also reported to the Commission that indirect costs in terms of professional and support staff time far exceed the direct costs involved in the accrediting process.

Recommendation:

1. ***Prior to the decision to seek specialized accreditation, Florida postsecondary institutions should balance the direct and indirect costs of the accrediting process against the benefits derived.***

Concern #2: Duplicative review processes of institutional accreditation, specialized accreditation, state-level and postsecondary sector reviews.

Most public postsecondary programs must respond at different levels and at differing times to program reviews by regional accrediting bodies, specialized accrediting agencies and state and/or postsecondary sector program review cycles. Through survey responses and testimony, the Commission found that these distinctive reviews require an intense commitment of time, resources and energy. Most processes include a comprehensive self-study of programs, faculty, facilities and services, and the coordination of a site visit by a peer review team. An institution's commitment to these reviews is complicated by the varying review cycles among the accrediting agencies, as reviews may occur annually, or occur in a cycle of five years or up to a ten years between reviews. Such a schedule makes the coordination of reviews difficult for many professional programs.

Table III displays an example of an institution's planned response to specialized accreditation requirements. The tentative Board of Regents program review schedule is included in the right column. The table shows that for certain programs the BOR program review has been coordinated with the specialized accreditation process. For a majority of the disciplines, however, the reviews follow different cycles. A similar schedule of specialized accreditation reviews for academic programs at the University of Florida appears in Appendix D.

TABLE III
SPECIALIZED ACCREDITATION ACTIVITIES-
FLORIDA STATE UNIVERSITY

Accrediting Agency	Dept/School/College	Date Last Reaffirmed	Date of Next Site Visit	SUS Program Review *
American Chemical Society	Chemistry	Summer 1991	1996	1998
Computer Science Accreditation Board (CSAB)	Computer Science	1989-90	1995-96	1998
American Psychology Association	Psychology	1989-1990	1994-95 (next visit should be 1999- 2000)	1995
American Assembly of Collegiate Schools of Business	College of Business	April, 1985	1997-98	1997
American Assembly of Collegiate Schools of Business	Accounting	Apr-85	1997-98	1997
American Speech/ Language/ Hearing/ Association	Speech Pathology/ Audiology	Oct 1, 1993	1-Oct-01	1996
National Council for Accreditation of Teacher Education	Teacher Education Program	Dec 1994	Spring, 1997	1997
National Council for Accreditation of Teacher Education	Teacher Education Program - Art Education	1994	1999	1997 (NCATE)
Council on Rehabilitation Education	Rehabilitation Counseling	Fall 1992	1997	1996
National Recreation & Park Association	Leisure Services & Studies	1993	1998	1996
Accreditation Board for Engineering and Technology, Inc	College of Engineering	1992	Fall 1997	2001
American Association of Family and Consumer Sciences	College of Human Sciences	1986	1996-1997	1996
American Planning Association	Urban & Regional Planning			2001
Council of Social Work Education	Social Work	Jun-94	bet Oct 2001 & Mar 2002	2001
National Association of Schools of Theatre	Theatre			1995
National Association of Schools of Dance	Dance	1990	Spring 1999	1995
Foundation of Interior Design Education Research	Interior Design	Spring 1991	Nov 4-7, Nov 11-14, Nov 18-21, 1995 (opt d, FIDER will notify)	2001
National Association of Schools of Arts and Design	Visual Arts and Dance	1992	1997-98	1995
Public Relations Society of America	Communication	May-91	Spr 1997 (est)	2000
American Psychology Association	Combined program in Counseling, Psychology & School Psychology		Spring 1996	1997 (NCATE)
Council for Accreditation of Counseling & Related Programs	Counseling & Human Systems	Spring 1994	2002	1997 (NCATE)
Florida Department of Education**	Educational Leadership	1991-92	Nov-95	1997 (NCATE)
Commission on Accreditation for Marriage and Family Therapy Education	College of Human Sciences	30-Sep-94	1999	1997 (NCATE)
American Dietetic Association	Nutrition, Food & Movement Science	1992		1996
American Bar Association	College of Law	1993-1994	AY 2000-2001	1998
Association of American law Schools	College of Law	1993-1994	AY 2000-2001	1998
American Library Association	Library Science	1989	Oct-96	2001
National Association of Schools of Music	Music			1995
National League of Nursing	Nursing	1988	Spring 1996	1999
National Association of Schools of Public Administration & Affairs	Public Administration	Summer 1993	1994-95	2000

***Tentative Schedule**
****State Review**

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The State's postsecondary sectors have strengthened their program reviews in recent years. The State University System, Community College System and Division of Applied Technology and Adult Education, as directed by the Legislature, have in place comprehensive program review procedures.

In the State University System, according to Section 240.209(5)(b), F.S., the Board of Regents is responsible for:

> *Coordinating with the Postsecondary Education Planning Commission the programs, including doctoral programs, to be reviewed every five years or whenever the board determines that the effectiveness or efficiency of a program is jeopardized. The board shall define the indicators of quality and the criteria for program review for every program Such indicators shall include need, student demand, and resources available to support continuation.*

The BOR review process was developed at the time when no similar procedures existed. While the mandated review process continues to perform a valuable function, it may be appropriate to modify the five year requirement for the review of SUS academic programs that remains in the statute.

BOR staff report that joint reviews have been conducted with NCATE (teacher education), ADA (dental education), AACSB (business) and ACPE (pharmacy education). Additional joint reviews are being planned. These coordinated activities have made it possible for the BOR staff to use much of the accrediting agencies' materials with only minimal additional material required of the institution for the BOR process.

The standards and procedures utilized in the state and public sector program review process and the specialized accrediting process are not dissimilar and, for certain professions, the processes are redundant. Both processes rely on an academic program self-study, an on-site visit and a visitation team's report. Both processes rely on quantitative standards in such areas as student outcomes, faculty and professional staff quality and productivity, the library and other facilities and financial resources. Finally, both processes conclude with recommendations about individual programs at individual institutions. Table IV displays the specialized accreditation, state approval and academic program review requirements for public postsecondary programs in Florida.

TABLE IV
SPECIALIZED ACCREDITATION, STATE REVIEW AND SECTOR PROGRAM REVIEW REQUIREMENTS IN FLORIDA

	SPECIALIZED ACCREDITATION IN FLORIDA STATUTES*		STATE LEVEL REVIEW		POSTSECONDARY SECTOR/PROGRAM REVIEW	
EDUCATIONAL PROGRAM	REQUIRED	OPTIONAL	STATE PROFESSIONAL BOARD	LICENSURE/ CERTIFICATION OF GRADUATES	SUS	CC
Business	-	-	-	-	X	X
Accounting	-	-	X	X	X	X
Engineering	-	-	X	X	X	X
Interior Design	-	X	X	X	X	X
Nursing	-	-	X	X	X	X
Physical Therapy	-	-	X	X	X	X
Teacher Education	-	X	**	X	X	X
Attorney	-	-	-	X	X	-
Medical Practice	-	-	X	X	X	-
Physician Assistant	-	-	X	X	X	-
Osteopathy	X	-	X	X	-	-
Chiropractic	-	-	X	X	-	-
Podiatry	X	-	X	X	-	-
Optometry	-	-	X	X	X	-
Pharmacy	-	-	X	X	X	-
Dentistry	X	-	X	X	X	-
Speech-Language Pathology	-	-	X	X	X	-
Nursing Home Administration	-	-	X	X	-	-
Occupational Therapy	X	-	X	X	X	-
Dietitian/ Nutritionist	-	-	X	X	X	-
Veterinary Medicine	X	-	X	X	X	-
Architecture	-	X	X	X	X	-
Psychological Services	X	-	X	X	X	-
Social Work Counselor	-	X	X	X	X	-
Geology	-	-	X	X	X	-

***NOTE: For certain professions, specialized accreditation is referenced in state board rules of Florida Administrative Code.**
**** State Department of Education Approval Process**

The accountability movement in Florida represents action by the Legislature both to promote and to identify educational quality and is another important component of program review in the State. There are now legislatively-mandated postsecondary sector and institution annual reporting requirements that focus on the quality of undergraduate education, productivity and access/diversity issues. In addition to providing legislative oversight for the functioning of the state's postsecondary institutions, these laws are designed to promote stronger linkages between accountability in higher education and key state-level processes such as strategic planning for state goals and performance-based budgeting.

Proponents of an exclusive state-level review process believe that if the quality of an educational program has been reviewed and certified by a state entity, graduates of the program should be prepared to enter practice in the State, which is the central focus of the preparation. Opponents of this view argue that a meaningful review must be conducted by professional peers from a national perspective in order to provide an assurance from state to state of program quality. The increasing mobility of professional personnel dictates the need for more similarities in standards and procedures than might be possible with 50 different state jurisdictions involved in the approval process for a professional program.

Conclusion

In the specialized accreditation and state program review processes for public postsecondary programs, there is a need to promote efficiency and to eliminate requirements and procedures that are simultaneous, unnecessarily duplicative or no longer perform a needed function.

Recommendations:

2. ***The Board of Regents should consider the review of Section 240.209(5)(b), Florida Statutes, which authorizes academic program reviews in the State University System every five years to determine if sufficient flexibility exists to allow for a longer review cycle and reviews by exception.***

3. ***The Board of Regents and the State Board of Community Colleges should formally request that each specialized accrediting agency, for programs where appropriate, coordinate the timing of its re-accreditation visit with the sector program review.***
   For certain academic programs in which all sector programs are specially accredited, the re-accreditation visit, depending on the accreditation cycle, may be sufficient to replace a planned sector program review.

4. ***For academic programs subject to specialized accreditation, the Board of Regents and the State Board of Community Colleges, and the appropriate accrediting association should work collaboratively to establish policies and procedures whereby re-accreditation visits are conducted according to a visit-by-exception model. A review process should be developed that is activated following the identification of a program that demonstrates poor quality or weakness through specific indices agreed upon by both entities.***
   Indices should include licensure exam results, degree completion rates, and employment placements and earnings.

Concern #3: The governance structure of professional or specialized accrediting association boards.

The composition of most governing boards of professional accrediting associations comes from the collective membership of the association and are selected through annual elections within the association. Furthermore, the accreditation criteria and standards are established internally by the educators and practitioners who are members of the association. If these standards are narrowly conceived and self-serving, they can have significant impact on an educational program and its institution. The linkage with the State through the licensing process has given accrediting agencies leverage to impose extensive requirements on educational institutions. Detailed requirements for accreditation may affect resource allocation decisions which can influence course content, graduation requirements and personnel decisions.

Recommendation:

5. ***The Board of Regents and the State Board of Community Colleges should formally request that professional accreditation boards broaden their governance structure to include representatives of other disciplines, particularly from the liberal arts and science fields, and representatives of employers of program graduates and the public.***

Nationally, the coordination of specialized accreditation associations remains in a state of flux and continues to receive considerable attention by various national groups. The U.S. Department of Education now recognizes over 80 accrediting bodies, most of them specialized in one field or discipline. The Secretary of Education has established a National Advisory Committee on Institutional Quality and Integrity (NACIQI) to review the policies and performance of regional and other accrediting organizations. NACIQI then recommends whether the Secretary should include the organization on the government's list of accrediting agencies.

In 1993, the Association of Specialized and Professional Accreditors (ASPA) was formed and is composed of over 40 specialized accrediting agencies. This association has developed a long-range plan for specialized accreditation and adopted a *Code of Good Practice* for ASPA-member accreditors.

In 1994, the Commission on Recognition of Postsecondary Accreditation (CORPA), a nongovernmental organization, was created as a successor structure to carry out the evaluation and recognition of accrediting agencies previously undertaken by the Council on Postsecondary Accreditation (COPA). Currently, fifty-seven accrediting agencies have met established standards for recognition by CORPA.

In 1994, a National Policy Board on Higher Education Institutional Accreditation (NPD) was established consisting of the heads of nine regional accrediting commissions and seven national higher education associations. The NPD has recommended that colleges and universities nationwide adopt a common

set of accreditation standards and is taking steps to create a new national organization to oversee all accrediting agencies in higher education. The new Higher Education Accreditation Board would be charged with conducting periodic evaluations of accrediting associations, establishing common standards, promoting public trust in the accreditation process and serving as a government and public relations body.

There is currently a Presidents Work Group on Accreditation consisting of 25 college and university presidents and trustees that is drafting a plan for a new organization that would recognize and coordinate accrediting bodies. The group was established to promote a more active role for higher education leaders in accreditation and to thwart the expansion of the role of government in these processes.

In 1995, the Andrew Mellon Foundation supported a national study on Accountability. Hosted by Columbia University, four national meetings were held relevant to accountability. The study resulted in the release in October 1995 of ***Accountability of Colleges and Universities: An Essay.*** In a section of the essay on new systems of accountability, concern was expressed regarding the work of the specialized accrediting groups, specifically that "the processes are frequently dominated by professors of those disciplines, outsiders who too often show greater concern for salaries and other perquisites than for evidence of effective education." The Essay makes the following recommendation:

> *If specialized accreditation is to continue, it should shift its activities to strengthen internal reviews focused on learning. These reviews could be audited by external peers, including scholars, practitioners, and clients. In addition, these specialized reviews could feed into the general reviews of the whole institution, so long as they do not unduly distort its overall mission. Graduates of specialized programs could be assessed by their various professions, as now exists with lawyers and bar exams, doctors and medical boards, and teachers and certification.*

Conclusion

The considerable discussions that are occurring nationally on specialized accreditation present an opportunity for Florida postsecondary sector boards, educational administrators and policymakers to recommend reforms to the governance of accrediting associations and to the coordination of the accrediting process among associations and state agencies.

Recommendation:

6. ***The Board of Regents, the State Board of Community Colleges and the Independent Colleges and Universities of Florida should***

recommend to the U. S. Department of Education and the Commission on Recognition of Postsecondary Accreditation that these agencies consider the revision of their policies to make the recognition and approval of specialized accreditation associations contingent upon evidence of a broad governance structure that includes educators from other disciplines, and representatives of state postsecondary boards, employers of program graduates and consumers.

Concern #4: Specialized Accreditation as a requirement for program quality.

Survey responses from program deans and coordinators in the six disciplines examined revealed that the primary benefit from the specialized accreditation process is that it "provides assurance of a high quality program." A concern exists regarding a stigma that may be attached to educational programs and institutions that choose *not* to become accredited by a specialized association. Survey respondents from nonaccredited programs reported that the two primary reasons why their programs are not accredited are: the cost of the process and the fact that accreditation is not required in their field for licensure or employment.

The disciplines of nursing and teacher education are illustrative of state review and regulation activities for two popular professions. In the nursing discipline, the State Board of Nursing approves public and private nursing programs following the determination that there is a minimum standard of safe practice. In teacher education, three different program review processes occur by three different groups. The Department of Education (DOE) reviews each individual program for State approval; the NCATE reviews the teacher education unit for national accreditation; and the Board of Regents (BOR) has a well-defined program review process for each degree program in the State University System. In both nursing and teacher education, accreditation by the appropriate specialized accrediting body is not a prerequisite for approval by a state professional board. Table V identifies educational programs that are state approved in nursing and teacher education, along with their specialized accreditation status. In nursing, every state-approved baccalaureate program except Bethune-Cookman College has NLN accreditation, while 54 percent of the state-approved associate degree programs are NLN accredited programs. In teacher education, there is a clear distinction according to sector, with only one independent, state-approved teacher education program having NCATE accreditation.

Regarding teacher education programs, the DOE has begun to retrieve data on the teacher certification examination results from state-approved teacher education programs in the State. Trial runs are occurring in preparation for an annual report that will display examination results for graduates of each state-approved teacher education program. Although some colleges require a passing score on the exam prior to completion of a state-approved program, it is not a state requirement nor is the exam required to receive a two-year, temporary teaching certificate. The data on certification exam results by teacher

education program, however, may provide information on the influence of specialized accreditation in the preparation of teacher candidates in the State.

In nursing, licensure examination results (NCLEX-RN national exam) provided by the Florida Board of Nursing for 1994-95 associate degree graduates show that graduates of NLN-accredited programs (2,665 test-takers) average score was 89.6 percent, while graduates of non-NLN-accredited programs (1,023 test-takers) average score was 92.5 percent. In the Commission's 1995 report on ***Community College Program Length***, 1991-92 data on associate degree nursing program completers revealed no significant difference for accredited and nonaccredited programs in terms of licensure pass rates, rate of employment in field and quarterly earnings.

TABLE V

Specialized Accreditation Status of State Approved Teacher Education and Nursing Programs

STATE APPROVED TEACHER EDUCATION PROGRAMS	STATE APPROVED NURSING PROGRAMS
STATE UNIVERSITY	**ASSOCIATE DEGREE**
Florida A&M University	Brevard Community College
Florida Atlantic University	Broward Community College
Florida State University	Central Florida Community College
University of Central Florida	Chipola Junior College
University of Florida	Daytona Beach Community College
University of North Florida	Edison Community College
University of South Florida	Florida Community College @ Jax
University of West Florida	Florida Hospital College of Health Sciences
INDEPENDENT SECTOR	Florida Keys Community College
Barry University	Gulf Coast Community College
Bethune-Cookman College	Hillsborough Community College
Clearwater Christian College	Indian River Community College
Eckerd College	Lake City Community College
Edward Water College	Lake-Sumter Community College
Flagler College	Manatee Community College
Florida Institute of Technology	Miami-Dade Community College
Florida Memorial College	Palm Beach Community College
Florida Southern College	Pasco-Hernando Community
Palm Beach Atlantic College	Pensacola Junior College
Rollins College	Polk Community College
Saint Leo College	St. Petersburg Junior College
Saint Thomas College	Santa Fe Community College
Southeastern University	Seminole Community College
Stetson University	South Florida Community College
University of Miami	Tallahassee Community College
University of Tampa	Valencia Community College
Warner Southern College	**BACCALAUREATE**
	Barry University
	Bethune-Cookman College
	Florida A&M University
	Florida Atlantic University
	Florida International University
	Florida State University
	Jacksonville University
	Pensacola Junior College
	University of Central Florida
	University of Florida
	University of Miami
	University of North Florida
	University of South Florida

SOURCE: Bureau of Teacher Education, DOE 1994

NOTE: Shaded Institutions indicate specialized accreditation Teacher Education - NCATE

SOURCE: Florida Board of Nursing 1995

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It is clear that an educational program and/or institution may choose *not* to pursue specialized accreditation. During the 1995 debate regarding the mandate in the Florida Statutes regarding NCATE accreditation for public teacher education programs, it was noted that there are State-approved teacher education programs that are not NCATE-accredited, but are graduating teacher candidates who become certified, employed and highly successful. It would not be unreasonable to assume that similar conclusions would be reached for other academic programs.

Conclusion

While the specialized accrediting process demonstrates that an educational program conforms to the standards of the professional association, the quality of a program should be determined by indices of performance and outcome measures.

THE LINKAGE OF SPECIALIZED ACCREDITATION TO STATE LICENSE TO PRACTICE

The granting of a license to practice is one of the major forms of quality assurance for a profession. It is the official recognition by a state agency that an individual has met state requirements to practice. In many professions requiring a baccalaureate degree, individuals who want to gain a license to practice must first complete a program of study/training, followed by practice and rigorous examinations to demonstrate that they are competent. For many professions, once licensure requirement is obtained, it is illegal for anyone who does not hold a valid license to practice that occupation or profession. For many health professions, nationally and in Florida, the predominant view of the public continues to be that specialized accreditation serves to assure the quality of an educational program and its graduates.

While state governments historically have not attempted to directly accredit educational programs, in most states, there are statutes relating to the regulation of certain professions that require graduation from an "accredited" program or institution in order to seek licensure. In these cases, administrative rules may or may not be specific as to the type of accreditation required in order to earn licensure to practice in the profession.

For certain professions in Florida, State law mandates a direct linkage between the process to gain license to practice in the State and the specialized accreditation status of the postsecondary educational programs that produce trained practitioners for the profession (See Appendix C). In such cases, primarily in the medical/health care fields like physician assistant, occupational therapy, dentistry and veterinary medicine, the statute expresses that the educational degree program must conform to provisions and standards of the specialized accreditation association. (Academic programs with a mandated linkage to specialized accrediting requirements are listed in Table IV on page 22)

Licensure by the State of non-public postsecondary institutions and programs is a state regulatory activity which was enacted to protect the integrity of the degrees and diplomas conferred by these institutions. Minimal quality standards have been prescribed through legislation to protect individuals from deceptive, fraudulent or substandard education. In comparison, specialized accreditation is a self-regulatory, peer review process through which an agency recognizes an educational program as having met a set of predetermined standards. The important component of both processes is a set of standards created to promote quality assurance in postsecondary education.

For some professions, the specialized accreditation requirement provides a screening device for the examination process that is required prior to practice in the State. The coupling of accreditation and licensure remains one of the most important components in allowing a profession to control the numbers, educational requirements and minimal competencies for candidates who become eligible for licensure. There are legislators, educators and practitioners who assert that association members have a vested interest in limiting entrants into practice. This relationship and the resultant control of certain specialized accreditation agencies over access to professional practice has been a concern for many years and warrants ongoing review.

Conclusion

Florida Statutes exist that mandate graduation from a specially accredited educational program in order to sit for the examination to obtain a license to practice in a specified profession. There are professions for which this requirement is appropriate for the health and safety of Florida citizens. There may be individuals or occupational groups for which the accreditation/ licensure linkage excessively restricts entry into the profession.

The Role of State Government

The Florida Department of Business and Professional Regulation now regulates 52 professions in the State, and many of these professions have additional licenses or specialties within the designated profession. In addition, there are 36 professional boards and commissions under BPR, and there are some professions that have no board but are under direct supervision of the department. The state professional boards or departments, provide a comprehensive approval process of the state's educational programs, particularly in medical/health fields. Within the Department, the Agency for Health Care Administration's Division of Health Quality Assurance regulates 29 professions, 16 boards and 5 councils. Among other responsibilities, these boards are charged with protecting the public from harm that may result from incompetent practitioners. The primary mechanism for this responsibility is the assessment of competency through examination. In many cases, evidence of successful completion of an accredited educational program is only a secondary requirement, and many boards have alternative paths to licensure for ap-

plicants who lack the normal educational requirements. The primary screening device remains the professional competency examination.

The Legislature maintains an interest in how professions are regulated in the State, including the relationship in Florida Law between accreditation and licensure to practice. Prior to 1993, all programs, functions and entities were reviewed according to the "Sunset Act." This Act set forth procedures for the Legislature to "conduct a periodic and systematic review of the need for, and the benefits derived from, a program or function which licenses or otherwise regulates a profession, occupation, business, industry or other endeavor and, pursuant to such review, terminate, modify, or reestablish the program or function." The Sunset and Sundown Acts were repealed, however, by the 1993 Legislature.

The 1994 Legislature addressed the regulation of new programs in Chapter 11.62, F.S., Legislative review of proposed regulation of unregulated functions. Named the "Sunrise Act," the new statute identifies a process to determine the need for state regulation of a profession or occupation. In determining whether to regulate a profession or occupation, the Legislature reviews the following factors:

(a) Whether the unregulated practice of the profession or occupation will substantially harm or endanger the public health, safety, or welfare and whether the potential for harm is recognizable and not remote;
(b) Whether the practice of the profession or occupation requires specialized skill or training, and whether that skill or training is readily measurable or quantifiable so that examination or training requirements would reasonably assure initial and continuing professional or occupational ability;
(c) Whether the public is or can be effectively protected by other means; and
(d) Whether the overall cost-effectiveness and economic impact of the proposed regulation, including the indirect costs to consumers will be favorable.

The 1994 Legislature also created the Office of Program Policy Analysis and Government Accountability as a unit of the Office of the Auditor General to perform program evaluation and justification reviews, policy analyses and performance audits. These reviews are comprehensive and specifically determine: (a) The identifiable cost of each program; (b) The specific purpose of each program, as well as the specific public benefit derived therefrom; and (c) Progress toward achieving the outputs and outcomes associated with each program. Reports provide in-depth analyses of individual state programs and functions, and specifically focus on:

- whether a program is effectively serving its intended purpose;
- whether a program is operating within current revenue resources;
- goals, objectives and performance measures used to monitor and report program accomplishments;

- structure and design of a program to accomplish its goals and objectives, and
- alternative methods of providing program services or products.

The Office conducts these reviews according to an annual schedule or at the direction of the Joint Legislative Auditing Committee or other legislative committees.

Chapter 20.051, F.S., enacted by the 1994 Legislature, sets forth a process for the executive and the legislative branch to review all programs, functions and entities "to achieve maximum efficiency and effectiveness of government" and to "promote quality management and accountability." A key component of the process is to determine whether the program:

> *(b) Operates efficiently and effectively within its statutory framework, and whether there are any statutory changes that would likely increase the effectiveness and efficiency of the program;*

The 1995 Legislature enacted an additional review mechanism to determine the impact of any revisions to the educational/training requirements, including criteria for the specialized accrediting process, for a profession in the State. Section 23 of Chapter 95-243, Laws of Florida, states that:

> *Any state agency or board that has jurisdiction over the regulation of a profession or occupation shall consult with the State Board of Independent Colleges and Universities, the State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools, the Board of Regents, and the State Board of Community Colleges prior to adopting any changes to training requirements relating to entry into the profession or occupation. This consultation must allow the educational board to provide advice regarding the impact of the proposed changes in terms of the length of time necessary to complete the training program and the fiscal impact of the changes. The educational board must be consulted only when an institution offering the training program falls under its jurisdiction.*

The Commission believes that this new level of involvement by representatives of the postsecondary sectors will provide a meaningful "checks and balance" process to determine the appropriateness of changes in the educational requirements for entry into a profession.

Mechanisms exist in Florida Law for members of the executive branch, Legislature and State agencies to initiate a review of State statutes and rules, licensing procedures and programs relating to the regulation of professions and occupations. As was reported, the 1995 Legislature revised the statutes dealing with the regulation of public educational programs in the areas of teacher

education and interior design and removed the requirement of accreditation in each statute. In both cases, the review of the statute was initiated by representatives of the profession and educational administrators who identified problems with the legislation relating to the educational preparation requirements needed to practice in Florida. Extensive input was received, revisions were proposed and debated and new statutory language was enacted by the Legislature. Such a process may be the most appropriate method to evaluate the statute's effectiveness and/or the need for revision or rescission.

Recommendation:

7. ***The Joint Legislative Auditing Committee should be designated as the entity for individuals or affected groups to redress concerns regarding the regulations for entry into a profession or occupation in Florida. The process should allow for the review of State Statutes and Rules, licensing procedures and educational program require ments relating to the profession and/or occupation.***

APPENDIX A

Accredited and Non-Accredited Postsecondary Programs in Six Disciplines

ACCREDITED AND NON-ACCREDITED POSTSECONDARY PROGRAMS IN SIX DISCIPLINES

For the Committee's study of specialized accreditation, a sample of six postsecondary disciplines was selected to provide a broad representation of specialized accreditation issues for review. The six disciplines are *Business, Engineering, Interior Design, Nursing, Physical Therapy* and *Teacher Education*. For each of the disciplines, below is a list of accredited and non-accredited public and independent (ICUF institution) postsecondary programs in Florida:

I. BUSINESS

Specialized Accreditation Association - American Assembly of Collegiate Schools of Business (AACSB). The Accreditation Council for baccalaureate and master's degree programs in business administration and management, business and accounting.

Accredited Florida baccalaureate institutions:

Business and Management

- Florida Atlantic University
- Florida State University
- Rollins College
- University of West Florida
- University of Miami
- University of Florida
- Florida International University
- University of North Florida
- University of Central Florida
- University of South Florida

Accountancy

- Florida State University
- University of Florida
- University of Miami
- Florida International University
- University of Central Florida
- University of South Florida

Specialized Accreditation Association - Association of Collegiate Business Schools and Programs (ACBSP). Accreditation for associate, baccalaureate, master's degree programs in business administration, management, accounting and related business fields offered by regionally accredited institutions.

Accredited Florida baccalaureate and associate degree institutions:

- Embry-Riddle Aeronautical University
- Stetson University
- Florida Community College at Jacksonville

Other Florida programs in BUSINESS (Not accredited by AACSB nor ACBSP):

Baccalaureate

- Bethune Cookman College
- Clearwater Christian College
- Jacksonville University
- Lynn University

- Eckerd College
- Edward Waters College
- Flagler College
- Florida A & M University
- Florida Institute of Technology
- Florida Memorial College
- Florida Southern College
- Nova Southeastern University
- Palm Beach Atlantic College
- Saint Leo College
- Saint Thomas University
- University of Tampa
- Warner Southern College
- Webber College

Associate Degree

Business Adm. and Mgmt.; Accounting Technology

- Brevard Community College
- Broward Community College*
- Central Florida Community College*
- Chipola Junior College
- Daytona Beach Community College*
- Edison Community College*
- Florida Keys Community College
- Gulf Coast Community College*
- Hillsborough Community College*
- Indian River Community College*
- Lake City Community College
- Lake Sumter Community College
- Manatee Community College*
- Miami-Dade Community College
- Okaloosa-Walton Community College*
- Palm Beach Community College*
- Pasco Hernando Community College
- Pensacola Community College*
- St. Johns River Community College
- St. Petersburg Junior College*
- Santa Fe Community College*
- South Florida Community College
- Tallahassee Community College
- Valencia Community College*

*and Accounting Technology

Accounting Technology only

- Polk Community College

II. ENGINEERING

Specialized Accreditation Association - Accreditation Board for Engineering and Technology (ABET) Basic (baccalaureate) and advanced (master's) level programs in engineering; Associate and baccalaureate degree programs in engineering technology; Engineering-related programs at the baccalaureate and advanced degree level.

Accredited Florida baccalaureate institutions:

Engineering (EP)

- Embry-Riddle Aeronautical University
- Florida A & M University/Florida State University (Joint)
- Florida Atlantic University
- Florida Institute of Technology
- Florida International University
- University of Florida
- University of Miami
- University of South Florida
- University of Central Florida
- University of West Florida

Engineering Technology (A, B):

- Broward Community College
- Embry-Riddle Aeronautical University
- Florida A & M University
- Santa Fe Community College
- St. Petersburg Junior College
- University of Central Florida

Other Florida programs in ENGINEERING (Not accredited by ABET):

Electronics Engineering Technology

- Brevard Community College
- Central Florida Community College
- Chipola Junior College
- Edison Community College
- Florida Community College at JAX
- Florida Keys Community College
- Gulf Coast Community College
- Hillsborough Community College
- Indian River Community College
- Lake City Community College
- Manatee Community College
- Miami Dade Community College
- Okaloosa-Walton Community College
- Palm Beach Community College
- Pasco Hernando Community College
- Pensacola Junior College
- St. Johns River Community College
- Seminole Community College
- South Florida Community College
- Valencia Community College

Civil Engineering Technology

- Daytona Beach Community College
- Edison Community College
- Florida Community College at JAX
- Gulf Coast Community College
- Manatee Community College
- Miami Dade Community College
- Pensacola Junior College
- Polk Community College
- Seminole Community College
- Valencia Community College

III. INTERIOR DESIGN

Specialized Accreditation Association - Foundation for Interior Design Education Research (FIDER)

Accredited Florida INTERIOR DESIGN degree programs:

- Florida State University
- International Academy of Merchandising & Design
- International Fine Arts College
- Ringling School of Art and Design
- Seminole Community College
- Southern College
- University of Florida

Other Florida INTERIOR DESIGN programs (Not accredited by FIDER):

Baccalaureate
- Florida International University
- Lynn University

Associate Degree
- Central Florida Community College
- Daytona Beach Community College

- Florida Community College at Jacksonville
- Indian River Community College
- Miami-Dade Community College
- Palm Beach Community College
- St. Petersburg Community College
- Art Institute of Fort Lauderdale

IV. NURSING

Specialized Accreditation Association - National League of Nursing (NLN)

NLN-accredited Florida NURSING programs:

Nursing (B,M)
- Barry University
- Florida A & M University
- Florida Atlantic University
- Florida International University
- Florida State University
- Jacksonville University
- University of Central Florida
- University of Florida
- University of Miami
- University of North Florida
- University of South Florida
- University of Tampa
- University of West Florida

Nursing (A)
- Broward Community College
- Central Florida Community College
- Daytona Beach Community College
- Florida CC at Jacksonville
- Gulf Coast Community College
- Hillsborough Community College
- Indian River Community College
- Manatee Community College
- Miami-Dade Community College
- Polk Community College
- St. Petersburg Junior College
- Santa Fe Community College
- Seminole Community College
- Valencia Community College

Other Florida programs in NURSING (Not accredited by NLN):

Baccalaureate
- Bethune-Cookman College
- Florida Southern College

Associate Degree
- Brevard Community College
- Chipola Junior College
- Edison Community College
- Florida Keys Community College
- Lake City Community College
- Lake Sumter Community College
- North Florida Community College

- Palm Beach Community College
- Pasco Hernando Community College
- Pensacola Junior College
- South Florida Community College
- Tallahassee Community College

V. PHYSICAL THERAPY

Specialized Accreditation Association - American Physical Therapy Association (APTA)
Physical therapist assistant programs at the associate degree level and physical therapist programs at the baccalaureate, post-baccalaureate certificate, and master's degree levels.

Accredited Florida postsecondary institutions:

Physical Therapy (C,B,M)
- Barry University
- Florida A & M University
- Florida International University
- University of Central Florida
- University of Florida
- University of Miami
- University of North Florida

Physical Therapy Assistant (A)
- Broward Community College
- Central Florida Community College
- Lynn University
- Miami Dade Community College
- Pensacola Junior College
- St. Petersburg Junior College
- Seminole Community College

Other Florida programs in PHYSICAL THERAPY (Not accredited by APTA):

Associate Degree (physical therapy assistant)
- Lake City Community College
- Polk Community College

Graduate programs
- Barry University
- Institute of Graduate Physical Therapy-St. Augustine
- Nova Southeastern University

VI. TEACHER EDUCATION

Specialized Accreditation Association - National Council for the Accreditation of Teacher Education (NCATE - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools.

Accredited Florida postsecondary institutions (B,M,S,D):

- Bethune Cookman College
- Florida A & M University
- Florida Atlantic University
- Florida State University
- University of Central Florida
- University of Florida
- University of Miami
- University of North Florida
- University of South Florida
- University of West Florida

Other Florida programs in TEACHER EDUCATION (Not accredited by NCATE):

- Barry University
- Eckerd College
- Edward Waters College
- Flagler College
- Florida Institute of Technology
- Florida International University
- Florida Memorial College
- Florida Southern College
- Jacksonville University
- Nova Southeastern University
- Palm Beach Atlantic College
- Rollins College
- Saint Leo College
- Saint Thomas College
- Southeastern College
- Stetson University
- University of Tampa
- Warner Southern College

APPENDIX B

Survey on Specialized Accreditation

POSTSECONDARY EDUCATION PLANNING COMMISSION

Survey on Specialized Accreditation

SECTION I. DEMOGRAPHICS

A. Institution Type: _____Public university; _____Public community college; _____Private college or university; _____ Other:_____

B. Department/Unit Name_____

C. Your Position: ___Dean ___ Department Head ___ Program Coordinator ___ Provost/Vice President

D. Degree(s) Offered (Check all that apply): ___AS; ___AA; ___BS/BA; ___M; ___Doc.

H. Fall 1995 Department Enrollment (Headcount): Undergraduate_____ Graduate_____

I. 1994-95 Department Graduates: Undergraduate_____ Graduate_____

If your department/unit is **NOT** accredited by a specialized accreditation association, **COMPLETE SECTIONS II and VI** only.
If your department/unit **IS** accredited by, or is a member of, a specialized association, **PROCEED To SECTION III and COMPLETE SECTIONS III, IV, V, and VI.**

SECTION II.

A. Below are possible reasons for your department/unit **not** being specially-accredited, check all that apply.

1. Polices of my institution _____ 2. Cost of accrediting process (e.g., time, resources, annual fee, etc.)_____

3. Philosophical differences with association in academics/pedagogy and/or program administration_____
4. Specialized accreditation not required for licensure/employment of our graduates _____

5. Overly prescriptive association standards _____ 6. New program; Plan to seek_____

7. Our department attempted and completed the accreditation process, but did not achieve accreditation _____

8. Other reasons:_____

_____

9. Do you advocate specialized accreditation for your department/unit? YES_____ NO_____

NOTE: After finishing this section, proceed to ***Section VI on p.4***

SECTION III. SPECIALIZED ACCREDITATION

A. Specialized Association _____

B. Member since 19_____. C. Accredited since 19_____ D. Level _____

E. If a Member, but not Accredited, Why? _____

F. Frequency of accreditation reviews _____

G. Degree/Program/Curriculum Changes - As a result of the accrediting process, my department/ program: added course(s) ____; deleted course(s) ____; added faculty ____; decreased faculty ____; increased hours required for the degree ____; decreased hours required for degree ____; made no changes_____.

Explain: _____

_____

_____

SECTION IV. COSTS of ACCREDITATION

Specify all direct and indirect costs for your department/unit associated with membership and with the process to achieve and to maintain full accreditation status in the specialized association.

A. Direct Costs (Initial costs)

1. Application fee $_____ 2. Accreditation fee $_____

3. Travel paid by my institution/department $_____ (number on visiting team_____)

4. Cost for full/part-time coordinator (faculty or staff) to prepare self-study and coordinate visit (include only if person was hired for this purpose or relieved of other duties) $_____

5. Cost for support staff to type self-study and other reports (if hired for this purpose) $_____

6. Estimated costs for use of department resources, i.e.., materials, printing, distribution and postage, telephone, etc. $_____

7. Identify any other direct costs:

_____ $_____

_____ $_____

Direct Costs (Ongoing costs)

8. Annual membership fee $_____

9. Other ongoing costs: $_____ for_____
(per year)

$_____ for_____

TOTAL DIRECT COSTS $_____

B. Indirect Costs - Identify any indirect costs in department/unit resources not identified in Section A. above.

1. _____ $_____

2. _____ $_____

3. _____ $_____

TOTAL INDIRECT COSTS $_____

GRAND TOTAL (DIRECT and INDIRECT) $_____

SECTION V. BENEFITS of ACCREDITATION

Below are possible benefits of specialized accreditation to your students, the department and the institution. In each section, **rank order** the benefits that you select, using "1" for the most important benefit.

A. To The Students

1. An influencing factor in the recruitment of high quality students _____
2. Provides assurance of a high quality program, strong curriculum and sufficient educational resources _____
3. Provides a credential which facilitates transferability among institutions in and out of Florida and facilitates employment for program graduates _____
4. More employers schedule visits to recruit program graduates _____

5. Other benefits:_____ _____

_____ _____

_____ _____

_____ _____

B. To The Department

1. An influencing factor in the recruitment of high quality faculty _____
2. Provides assurance of a high quality curriculum and program _____
3. The process provides the opportunity to:
   - define and clarify mission, goals and objectives; _____
   - identify program strengths and weaknesses; _____
   - measure progress and achievement from a national perspective; _____
   - identify and meet resource needs (new faculty lines, resources, space, etc.); _____
   - focus on new directions and future growth areas. _____
4. Other benefits: _____ _____

_____ _____

_____ _____

_____ _____

C. To The Institution

1. A measure of program quality and institution prestige; _____
2. An influencing factor in the recruitment of high quality students and faculty; _____
3. Facilitates student articulation among institutions; _____
4. Complies with state program licensing requirements; _____
5. A positive factor in federal grant funding, external corporate support and academic fund-raising activities. _____
6. Other benefits: _____ _____

_____ _____

SECTION VI. STATE POLICIES

A. Is your department/unit subject to program approval by the following agencies?

1. State Department of Education? YES _____ NO _____
2. Board of Regents? YES _____ NO _____
3. State Board of Community Colleges? YES _____ NO _____
4. State Professional Boards? YES _____; Specify: _____
5. Other; Specify: _____

B. For your academic program/unit, should accreditation by a specialized accreditation association be required by Florida law? YES____ NO____
Are there *any* academic programs for which accreditation should be mandated by the State? YES__NO__
If YES, Specify:_____

Comments:_____

_____

_____

C. For your academic discipline, should the process of professional/occupational licensure in Florida mandate that individuals who seek licensure must graduate from an academic program that is accredited by a specialized association? YES_____ NO_____

Are there *any* academic programs for which graduation from an accredited program should be required to seek licensure in the State? YES___ NO____

If YES, Specify:_____

Comments:_____

Space for additional information/input on accreditation issues:_____

_____

_____

_____

_____

_____

_____

_____

_____

RETURN SURVEY BY OCTOBER 1, 1995!

To: Dr. Jon Rogers
Educational Policy Director
Postsecondary Education Planning Commission
Florida Education Center
Tallahassee, Florida 32399
904-488-0981 FAX 904-922-5388

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APPENDIX C

Florida Statutes and Specialized Accreditation

FLORIDA STATUTES AND SPECIALIZED ACCREDITATION

The **Florida Statutes,** specifically **Title XXVI [*Education*]** and **Title XXXII [*Regulation of Professions And Occupations*]**, were reviewed to identify chapters and sections where specialized accreditation is referenced in practice, licensure and/or certification law.

NOTES: The six disciplines that are the focus of the Commission's study are listed first. Specific references to specialized accreditation are shaded.

I. Business - Public Accountancy - Chapter 473, F.S.

Chapter 473.302, F.S. - Definitions. -
"Certified public accountant means a person who holds a license to practice public accounting in the state under the authority of this chapter."

Chapter 473.306, F.S. - Examinations.
(1)"A person desiring to be licensed as a certified public accountant shall apply to the department for licensure.
(2) An applicant is entitled to take the licensure examination to practice in this state as a certified public accountant if the applicant:
(a) is of good moral character; and
(b) Has met the following educational requirements from an accredited college or university:
1. .....
2.If application is made after August 1, 1983, a baccalaureate degree with a major in accounting or its equivalent plus at least 30 semester or 45 quarter hours in excess of those required for a 4-year baccalaureate degree, with a concentration in accounting and business in the total educational program to the extent specified by the board.
(3) The board shall have the authority to establish the standards for determining and shall determine:
(a) What constitutes a passing grade for each subject or part of the licensure examination;
(b) Which educational institutions, in addition to the universities in the State University System of Florida, shall be deemed to be accredited colleges or universities;
(c) What courses and number of hours constitute a major in accounting;
(d) What course and number of hours constitute additional accounting courses acceptable under subparagraph (2)(b)2; and
(e) What course and number of hours constitute an additional 1 year of employment under s. 473.307(2)".

Licensing Agency - Board of Accountancy of the Department of Business and Professional Regulation

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II. Engineering Chapter 471, F.S.

Chapter 471.013, F.S. - Examinations; prerequisites.

(1)(a)"A person shall be entitled to take an examination for the purpose of determining whether he is qualified to practice in this state as an engineer if the person is of good moral character and:
1. "Is a graduate from an approved engineering curriculum of 4 years or more in a school, college or university which has been approved by the board and has a record of 4 years of active engineering experience of a character indicating competence to be in responsible charge of engineering;
2. Is a graduate of an approved engineering technology curriculum of 4 years or more in a school, college or university within the State University System, having been enrolled or having graduated prior to July 1, 1979, and has a record of 4 years of active engineering experience of a character indicating competence to be in responsible charge of engineering;
3. Has, in lieu of such education and experience requirements, 10 years or more of active engineering work of a character indicating that the applicant is competent to be placed in responsible charge of engineering. However, this subparagraph does not apply unless such person notifies the department before July 1, 1984, that he was engaged in such work on July 1, 1981.
The board shall adopt rules providing for the review and approval of schools or colleges and the courses of study in engineering in such schools and colleges. The rules shall be based on the educational requirements for engineering as defined in s.471.005 The board may adopt rules providing for the acceptance of the approval and accreditation of schools and courses of study by a nationally accepted accreditation organization."

Licensing Agency - Board of Professional Engineers, Department of Business and Professional Regulation

Applicants with a degree from an engineering program approved by the Accreditation Board for Engineering and Technology (ABET) and four years of engineering experience may apply for a professional engineering license from the Board of Professional Engineers. Upon passing the examination offered by the National Council of Engineering Examiners administered by the Board, a professional engineering license will be issued.

III. Interior Design - Chapter 481, F.S.

Chapter 481.203, F.S. - Architecture, Interior Design, Landscape Architecture
"Interior Design means designs, consultations, studies, drawings, specifications and the administration of design construction contracts relating to nonstructural interior elements of a building or structure. Interior Design includes, but is not limited to reflected ceiling plans, space planning, furnishings and the fabrication of nonstructural elements within and surrounding interior spaces of buildings."

Chapter 481.209, F.S. Examinations
(2) A person desiring to be licensed as a registered interior designer shall apply to the department for licensure. The department shall administer the licensure examination for interior designers

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to each applicant who has completed the application form and remitted the application and examination fee and who the board certifies:

(a) Is a graduate from an interior design program of 5 years or more and has completed 1 year of diversified interior design experience;

(b) Is a graduate from an interior design program of 4 years or more and has completed 2 years of diversified interior design experience;

(c) Has completed at least 3 years in an interior design curriculum and has completed 3 years of diversified interior design experience;

(d) Is a graduate from an interior design program of at least 2 years and has completed 4 years of diversified interior design experience; or

(e) Has completed 6 years of diversified interior design experience, provided that at least 4 years were accumulated prior to October 1, 1994. A person applying under this paragraph must make application prior to July 31, 1997, and may, in lieu of passage of the examination, required in this subsection, substitute passage of any of the following examinations: a National Council of Interior Design Qualifications examination, an American Institute of Design examination, the building and barrier free codes section of the national examination as prepared by the National Council of Interior Design Qualifications, or any other examination approved by the board.

Subsequent to October 1, 2000, for the purposes of having the educational qualification required under this subsection accepted by the board, the applicant must complete his or her education at a program, school or college of interior design whose curriculum has been approved by the board as of the time of completion. Subsequent to October 1, 2003, all of the required amount of educational credits shall have been obtained in a program, school or college of interior design whose curriculum has been approved by the board, as of the time each educational credit is gained. The board shall adopt rules providing for the review and approval of programs, schools, and colleges of interior design and courses of interior design study based on a review and inspection by the board of the curriculum of programs, schools and colleges of interior design in the United States including those programs, schools and colleges accredited by the Foundation for Interior Design Education Research. The board shall adopt rules providing for the review and approval of diversified interior design experience required by this subsection."

Licensing Agency - Board of Architecture and Interior Design, Department of Business and Professional Regulation

IV. Nursing - Chapter 464, F.S.

Chapter 464.003, F.S. - Nursing

"Practice of professional nursing means the performance of those acts requiring substantial specialized knowledge, judgment and nursing skill based upon applied principles of pyschological, biological, physical and social sciences which shall include, but not be limited to: 1. The observation, assesment, nursing diagnosis, planning, intervention, and evaluation of care; health teaching and counseling of the ill, injured, or infirm; and the promotion of wellness, maintenance of health, and prevention of illness of others.

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2. The administration of medications and treatments as prescribed or authorized by a duly licensed practitioner authorized by the laws of this state to prescribe such medication and treatments.

3. The supervision and teaching of other personnel in the theory and performance of any of the above acts."

"Practice of practical nursing means the performance of selected acts, including the administration of treatments and medications, in the care of the ill, injured, or infirm and the promotion of wellness, maintenance of health and prevention of illness of others, under the direction of a registered nurse, a licensed physician, a licensed osteopathic physician, a licensed podiatrist or a licensed dentist."

Chapter 464.008, F.S. - Licensure by examination.

(1)"Any person desiring to be licensed as a registered nurse or licensed practical nurse shall apply to the department to take the licensure examination. The department shall examine each applicant who:

(a).....

(b).....

(c) Is in good mental and physical health, is a recipient of a high school diploma or the equivalent, and has completed the requirements for graduation from an approved program for the preparation of registered nurses or licensed practical nurses, whichever is applicable. Courses successfully completed in a professional nursing program which are at least equivalent to a practical nursing program may be used to satisfy the education requirements for licensure as a licensed practical nurse."

Licensure/Certification

All states, including Florida, require licensure for practice. Graduates of approved registered nursing programs must pass the National Council of State Boards of Nursing (NCLEX-RN) comprehensive examination to be licensed.

Licensing Agency - Florida Board of Nursing, Department of Business and Professional Regulation

The NCLEX-RN exam is administered by the Board of Nursing.

The term "Registered Nurse" may be used only by those graduates who have successfully passed the licensing exam. The American Nurses Credentialing Center of the American Nurses Association certifies registered nurses based on predetermined standards including passing a written subject examination and practice time in a specified area. The certification is voluntary, but provides tangible recognition of professional achievement in a defined functional or clinical area of nursing.

V. Physical Therapy - Chapter 486, F.S.

Chapter 486.031, F.S. - Physical Therapist; licensing requirements.
"To be eligible for licensing as a physical therapist, an applicant must .....
(3)(a) "Have been graduated from a school of physical therapy which has been approved for the educational preparation of physical therapists by the appropriate accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation or the U.S. Department of Education at the time of his graduation and have passed to the satisfaction of the board an examination administered by the department to determine his fitness for practice as a physical therapist....."

Chapter 486.102, F.S. - Physical therapist assistant; licensing requirements.
"To be eligible for licensing by the board as a physical therapist assistant, an applicant must.....
(3)(a) Have been graduated from a school giving a course of not less than 2 years for physical therapist assistants, which has been approved for the educational preparation of physical therapist assistants by the appropriate accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation or the U.S. Department of Education at the time of his graduation and have passed to the satisfaction of the board an examination administered by the department to determine his fitness for practice as a physical therapist assistant....."

Licensing Agency - Board of Physical Therapy Practice, Department of Business and Professional Regulation

In Florida, state licensure for physical therapists is required.

Chapter 240.6073, F.S. - Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program
(1)"There is established the Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program. The primary function of the program is to make repayments toward loans recieved by students from institutions for the support of postsecondary study of occupational therapy or physical therapy.....
(2).....
(a) Up to $2,500 a year for up to 4 years on behalf of selected graduates of accredited undergraduate postsecondary occupational therapist or physical therapist preparation programs."

Chapter 240.6074, F.S. - Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program.--

(1) "There is established the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program.
(2) To be eligible, a candidate shall:
(a) Be a full-time student ..... Physical therapist and physical therapist assistant programs must be accredited by the American Physical Therapy Association."

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VI. Teacher Education

A. Personnel of School System - Chapter 231, F.S.

Chapter 231.145, F.S. - Purpose of instructional personnel certification.--
"It is the intent of the Legislature that school personnel certified in this state possess the credentials, knowledge, and skills necessary to provide quality education in the public schools. The purpose of school personnel certification is to protect the educational interests of students, parents, and the public at large by assuring that teachers in this state are professionally qualified. In fulfillment of its duty to the citizens of this state, the Legislature has established certification requirements to assure that educational personnel in public schools possess adequate pedagogical knowledge and relevant subject matter competence and can demonstrate an acceptable level of professional performance."

Chapter 231.17, F.S. - Official Statements of eligibility and certificates granted on application to those meeting prescribed requirements. --
(1) REQUIREMENTS.
(c) 3. "Document receipt of a bachelor's or higher degree from an accredited institution of higher learning.....
(c) 4. "Meet such academic and professional requirements based on credentials certified by standard institutions of higher learning, including any institutions of higher learning in this state which are accredited by an accrediting association which is a member of the Commission on Recognition of Postsecondary Accreditation, as may be prescribed by the state board."

Certification Agency - Florida Department of Education

B. Postsecondary Education - Chapter 240, F.S.

Chapter 240.529 - Public accountability and state approval for teacher preparation programs-

(3) INITIAL STATE PROGRAM APPROVAL -
(a)"A program approval process, based on standards adopted pursuant to subsection (2), shall be established for postsecondary teacher preparation programs. This program approval process shall be phased in according to timelines determined by the Department of Education and, by July 1, 1995, shall be fully implemented for all teacher preparation programs in the state. Each program shall choose one of the following options:
1. An approval process that incorporates those provisions and requirements necessary for recognition by the National Council for the Accreditation of Teacher Education and that provides for joint accreditation and program approval by the state and the National Council for the Accreditation of Teacher Education for those units seeking initial or continuing accreditation. The approval process shall be consistent with the intent set forth in subsection (1); or
2. An alternative program approval process developed by the department. This alternative approval process shall be consistent with the intent set forth in subsection (1) and shall be

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based primarily upon significant, objective and quantifiable graduate performance measures. This approval process shall not be based on National Council for the Accreditation of Teacher Education provisions and requirements."

REGULATION OF PROFESSIONS AND OCCUPATIONS: GENERAL PROVISIONS - Chapter 455, F.S.

455.2121 - Education; accreditation - (1994 Supplement)

"Notwithstanding any other provision of law, educational programs and institutions which are required by statute to be accredited, but which were accredited by an agency that has since ceased to perform an accrediting function, shall be recognized until such programs and institutions are accredited by a qualified successor to the original accrediting agency, an accrediting agency recognized by the United States Department of Education, or an accrediting agency recognized by the board, or the department when there is no board."

Other Occupations/Professions identified in Florida Statutes:

454.021 - Attorney

Admission to practice law;

"Admissions of attorneys and counselors to practice law in the state is hereby declared to be a judicial function."

458.331 - Medical Practice

The department shall examine each applicant whom the Board certifies:

"Meets one of the following medical education and postgraduate training requirements:

1. Is a graduate of an allopathic medical school or allopathic college recognized and approved by an accrediting agency recognized by the U.S. Office of Education;
2. Is a graduate of a foreign medical school registered with the World Health Organization and certified pursuant to s. 458.314 as having met the standards required to accredit medical schools in the United States or reeasonably comparable standards.
3. Is a graduate of a foreign medical school which has not been certified puruant to s. 458.314."

458.347 - Physician Assistant

Program Approval -

(a) The board shall approve programs for the education and training of physician assistants which meet standards established by board rule.

.....

(c) Any community college with the approval of the State Board of Community Colleges may conduct a physician assistant program which shall apply for national accreditation through the American Medical Association's Committee on Allied Health, Education and Accreditation, and

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which may admit unlicensed physicians who are graduates of foreign medical schools listed with the World Health Organization.

459.006 - Osteopathy

Licensure by examination -

"Be a graduate of a college recognized and approved by the American Osteopathic Association."

460.406 - Chiropractic

Licensure by examination -

" ..... is a graduate of a chiropractic college accredited by, or has status with an agency or its successor which is recognized and approved by, the US Office of Education and the Commission on Recognition of Postsecondary Accreditation."

461.006 - Podiatry

Licensure by examination -

"Has received a degree from a school or college of podiatric medicine recognized and approved by the Council on Podiatry Education of the American Podiatric Medical Association."

463.006 - Optometry

Licensure and certification by examination -

"2. Has graduated from an accredited school or college of optometry approved by rule of the board.....b. Is accredited by a regional or professional accrediting organization that is recognized and approved by the Commission on Recognition of Postsecondary Accreditation or the United States Department of Education."

465.007 - Pharmacy

Licensure by examination -

"Is a recipient of a degree from a school or college of pharmacy accredited by an accrediting agency recognized and approved by the US Office of Education."

466.006 - Dentist

Examination of dentists -

"Is a graduate of a dental school accredited by the Commission on Accreditation of the American Dental Association or its successor agency, if any, or any other nationally recognized accrediting agency."

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468.1155 - Speech-Language Pathology and Audiology

Provisional license: requirements -

"Received a master's degree with a major emphasis in speech-language pathology from an institution of higher learning which, at the time the applicant was enrolled and graduated, was accredited by an accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation or from an institution which is publicly recognized as a member in good standing with the Association of Universities and Colleges of Canada. An applicant who graduated from a program at a university or college outside the United States or Canada shall present documentation of the determination of equivalency to programs accredited by the Commission on Recognition of Postsecondary Accreditation in order to qualify."

468.1695 - Nursing Home Administration

Licensure by examination-

"Holds a baccalaureate degree from an accredited college or university and majored in health care administration ....."

468.209 - Occupational Therapy

Requirements for licensure -

"Has successfully completed the academic requirements of an educational program in occupational therapy recognized by the board,..... For an occupational therapist, such a program shall be accredited by the American Medical Association in collaboration with the American Occupational Therapy Association."

468.509 - Dietician/Nutritionist

Requirements for Licensure -

"Possesses a baccalaureate or postbaccalaureate degree ..... from a school or program accredited, at the time of the applicant's graduation, by the appropriate accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education."

472.013 - Land Surveying

Examinations; prerequisites -

"The applicant is a graduate of an approved course of study in surveying and mapping from a college or university recognized by the board and ....."

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474.207 - Veterinary Medicine

Licensure by examination-

"Graduated from a college of veterinary medicine accredited by the American Veterinary Medical Association Council on Education; or
Graduated from a college of veterinary medicine listed in the American Veterinary Medical Assocation Roster of Veterinary Colleges of the World ....."

481.209 - Architecture

Examinations -

"Has successfully completed all architectural curriculum courses required by and is a graduate of a school or college of architecture accredited by the National Architectural Accreditation Board;"

490.005 - Psychological Services

Licensure by examination -

"Received a doctoral degree with a major in psychology from a program which at the time the applicant was enrolled and graduated was accredited by the American Psychological Association."

491.005 - Clinical, Counseling and Psychotherapy Services

Licensure by examination -

"Has received a doctoral degree in social work from a graduate school of social work which at the time the applicant graduated was accredited by an accrediting agency recognized by the US Department of Education or has received a master's degree in social work from a graduate school of social work which at the time the applicant graduated was accredited by the Council on Social Work Education."

492.105 - Professional Geology

Licensure by examination -

"The department shall examine each applicant who the board certifies ..... fulfills the following educational requirements at a college or university the geological curricula of which meet the criteria established by an accrediting agency recognized by the U.S. Department of Education."

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Other areas

240.215 - Payment of costs of civil action against employees or members of the Board of Regents (faculty physicians employed by the Board of Regents)

"Such continuing education shall include instruction for the supervision of resident physicans as required by the Accreditation Council for Graduate Medical Education."

240.243 - Required number of classroom teaching hours for university faculty members

" ..... and colleges of medicine and law and others which are required for purposes of accreditation to meet national standards prescribed by the American Medical Association, the American Bar Association, or other professional associations shall be exempt from the provisions of this section to the extent that the requirements of this section differ from the requirements of accreditation.

240.4021 - Vocational Gold Seal Endorsement School Program

"A licensed school or college ..... must be accredited by the Career College Association, the Accrediting Bureau of Health Education Schools, or the Southern Association of Colleges and Schools and must never have had its accreditation removed."

240.4075 - Nursing Student Loan Forgiveness Program

"To be eligible, a candidate must have graduated from an accredited or approved nursing program ..... "

240.498 - Florida Education Fund (minority law scholarships)

" ..... support to students who enroll in private, as well as public, Florida law schools accredited by the American Bar Association."

240.513 - University of Florida Health Center

"Each college ..... comply with standards approved by a nationally recognized association for accreditation."

240.519 - School of Optometry

" ..... establish a School of Optometry in conjunction with an existing accredited College of Medicine which will meet the standards of accreditation of the American Optometric Association ..... "

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242.62 - Appropriation to first accredited medical school

" ..... proof evidencing the facts that such institution has been certified and approved by the council on medical education and hospitals of the American Medical Association ..... "

381.0403 - The Community Hospital Education Act

" ..... each portion of the program of the hospital provides a high degree of academic excellence and is accredited by the Accreditation Council for Graduate Medical Education of the American Medical Association or is accredited by the American Osteopathic Association."

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APPENDIX D

Accreditation Status, By College
University of Florida

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Agriculture							
	American Dietetic Association (ADA) 216 West Jackson Boulevard, Suite 800 Chicago, IL 60606-6995 (312)899-4870	Coordinated undergraduate programs; postbaccalaureate internships.	Food Science/Human Nutrition	02.0301	B,M	B - 1992 M - 1987	2002 1997
	National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Avenue, N.W. Suite 200 Washington, D. C. 10036 (202)466-7496	Baccalaureate and graduate program for the preparation of teachers of middle and secondary school	Agricultural Education	13.1301	B,M	B - 1991 M - 1991	1996 1996
Architecture							
	National Architectural Accrediting Board, Inc. 1735 New York Ave., NW New York, NY 20006	First professional programs.	Architecture	04.0201	M	1991	1996
	Planning Accreditation Board 1776 Massachusetts Ave., NW Washington, DC 20036		Urban/Regional Planning	04.0301	M	1/1/95	1999
	Foundation for Interior Design Education and Research (FIDER) 60 Monroe Center NW Grand Rapids, MI 49503-2920 (616)458-0400	First professional programs (master's and baccalaureate degree) & post-professional master's degree programs.	Interior Design	50.0408	B	1992	1998
	Landscape Architecture Accrediting Board American Society of Landscape Architects 4401 Connecticut Ave., NW, Fifth Floor Washington, DC 20008-2302	Baccalaureate & master's programs leading to first professional degree.	Landscape Architecture	04.0601	B,M	1994	1999

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Building Construction							
	American Council for Construction Education (ACCE) 901 Hudson Land Monroe, LA 71201 (318)323-2413	Baccalaureate degree programs	Building Construction	15.1001	B	1991	1997
Business Administration							
	American Assembly of Collegiate Schools of Business (AACSB) 605 Old Ballas Rd., Suite 220 St. Louis, MO 63141-7077 (314)872-8481	Baccalaureate & master's degree programs in business administration & management and accounting.	Business Adm & Mgt Accounting	52.0201 52.0301	B,M B,M	1991 1991	1998 1998
Dentistry							
	Commission on Accreditation of Dental & Dental Auxiliary Education Programs American Dental Association (ADA) 211 East Chicago Avenue Chicago, IL 60611 (312)440-2500	DMD degree, advanced general dentistry and specialty programs, general practice residency programs.	College of Dentistry (All Programs)	51.0401	DMD	1994	2001
Education							
	National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Avenue, NW Suite 200 Washington, DC 10036 (202)466-7496	Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary & secondary schools.	Curr and Instruction Ed. Leadership Ed State & Research Ed Psyche Social Foundations Ed Special Ed. Gen. Counselor Ed/Guid	13.0301 13.0401 13.0603 13.0802 13.0901 13.1001 13.1101	M,D,S M,D,S M,D,S M,D,S M,D,S B,M,D,S M,D,S	1988	1996

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Education (Continued)							
	National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Avenue, NW Suite 200 Washington, DC 10036 (202)466-7496	Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary & secondary schools.	Elem Ed	13.1202	B,M		
			Pre-Elem/Early Child	13.1204	M		
			Ag Ed	13.1301	B,M		
			Art Education	13.1302	B,M		
			English	13.1305	M		
			For Lang. Ed	13.1306	M		
			Health Education	13.1307	B,M		
			Math Ed	13.1311	M		
			Music Ed	13.1312	B,M,D		
			Physical Education	13.1314	B,M		
			Reading Ed	13.1315	M		
			Science Ed	13.1316	M		
			Social Studies Ed	13.1318	M		
	Council for Accreditation of Counseling & Related Educational Program (CACREP) 5999 Stevenson Avenue Alexandria, VA 22304		School Counseling/Guidance	13.1101	S,D	1989	1996
			Student Personnel/Higher Educ	13.1102	M,S,D	1989	1996
			Agency/Development Counselin	13.0803	S,D	1989	1996
Engineering							
	Accreditation Board for Engineering and Technology, Inc. (ABET) 345 East 47th Street New York, NY 10017-2397 (212)705-7685	Baccalaureate and advanced master's level programs in engineering	Computer Science	11.0101	B,M,E	1988	Accreditation in Progress, final approval pending until August 1995.
			Engineer, Gen	14.0101	B,M,E		
			Aerospace Eng	14.0201	B,M,E		
			Ag Eng	14.0301	B,M,E		
			Chemical Eng.	14.0701	B,M,E		
			Civil Eng	14.0801	B,M,E		
			Computer Sci/Eng	14.0901	B,M		
			Electrical Eng	14.1001	B,M,E		
			Eng Mechanics	14.1101	M,E		

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Engineering (Continued)							
	Accreditation Board for Engineering and Technology, Inc. (ABET) 345 East 47th Street New York, NY 10017-2397 (212)705-7685	Baccalaureate and advanced master's level programs in engineering	Environmental Eng	14.1401	B,M,E		
			Materials Eng	14.1801	B,M,E		
			Mechanical Eng	14.1901	B,M,E		
			Nuclear Eng	14.2301	B,M,E		
			Ocean Eng	14.2401	M,E		
			Industrial/Syst Eng	14.2701	B,M,E		
			Surveying	15.1102	B		
Fine Arts							
	National Association of Schools of Theatre 11250 Roger Bacon Drive Suite 21 Reston, VA 22090 (703)437-0700	Postsecondary schools of theatre	Theatre	50.0501	B,M	1994	2004
	National Association of Schools of Art & Design 11250 Roger Bacon Drive Suite 21 Rest, VA 22090 (703)437-0700	Postsecondary schools of art & design	Graphic Design	50.0402	B,M	1992	1997
			Fine Arts	50.0702	B,M		
			Art History	50.0703	B,M		
	National Association of Schools of Music 1120 Roger Bacon Drive, Suite 21 Reston, VA 22090 (703)437-0700	Postsecondary schools of music	Music Education	13.1312	B,M,D	1991	2001
			Music General	50.0901	B,M		
			Music History	50.0902	B,M		
	National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Avenue, NW Suite 200 Washington, DC 10036 (202)466-7496	Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary & secondary schools.	Art Education	13.1302	B,M	1991	2001
			Music Ed	13.1312	B,M,D	1991	2001

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Forest Resources & Conservation							
	Society of American Foresters (SAF) 5400 Grosvenor Lane Bethesda, MD 20814 (301)897-8720	Bachelor's or higher first-professional degrees	Forest Resources and Conserva	03.0501	B,M,D	11/21/94	1999
Health & Human Performance							
	National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Avenue, NW Suite 200 Washington, DC 10036 (202)466-7496	Bachelor's and higher level programs	Health Education Physical Education	13.1307 13.1314	B B	1990 1990	2000 2000
	National Association of Athletic Trainers National Office 2952 Stemmons Parkway Suite 200 Dallas, TX 75247	Master's program	Athletic Training track	13.1314	M	1993	1998
	National Recreation & Park Association 3101 Park Center Drive Alexandria, VA 22302	Bachelor's program	Parks & Rec Mgt Rec Therapy track	31.0301 31.0301	B B	1991	1996
Health Related Professions							
	American Occupational Therapy Association Accreditation Council for Occupational Therapy education 4720 Montgomery Lane PO Box 31220 Bethesda, MD 20824-1220 (301)652-2682, Fax (301)652-7711	Bachelor's program Master's program	Occupational Therapy	51.2306	B,M	1994	2000-2001

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Health Related Professions (Continued)							
	Commission on Accreditation in Physical Therapy Education Trans Potomac Plaza 1111 North Fairfax Street Alexandria, VA 22314 (703)684-2782	Professional programs Entry Level and Physical Therapy Assistant Program.	Physical Therapy	51.2308	B,M	1990	1998
	Council on Rehabitation Education (CORE) 1835 Rohlwing RD, Suite E Rolling Meadows, IL. 60008	Master's program	Voc Rehab Counsel	51.2310	M	1990	Dec-95
	American Psychological Association Committee on Accreditation 750 First Street, NE Washington, DC 2002-4242 (202)336-5979	Doctoral program for professional practice. Internship program in Clinical Psychology	Clinical Psych	42.0101	D	1992	1997
	Accreditation Committee on Education of Health Services Administration (ACEHSA) 1911 North Fort Myer Drive, Suite 503 Arlington, VA 22209 (703)524-0511	Graduate programs in health sciences administration.	Health Services Admin	51.0701	M	Varies (Dependant upon progress reports)	1997
Journalism and Communications							
	Accrediting Council on Education in Journalism & Mass Communications University of Kansas, School of Journalism Stauffer-Flint Hall Lawrence, KS 66045 (913)864-3973	Entire units within institutions offering professional baccalaureate and master's degree programs.	Mass Communication Advertising Journalism Public Rel/Org Comm Radio/TV Broadcast	09.0101 09.0201 09.0401 09.0501 09.0701	M B B B B	1994	2000

D-6

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Law							
	American Bar Association Indianapolis, IN 46202 (317)264-8340	Professional schools.	College of Law	22.0101	P	1989	1996
Liberal Arts & Sciences							
	American Speech/Language/Hearing Association (ASLHA) 10801 Rockville Pike Rockville, MD 20852 (301)897-5700	Master's degree program in Speech, Pathology/Audiology	Speech Path/Aud track	13.1012	M	1992	2000
	American Chemical Society 1155 Sixteenth Street, NW Washington, DC 20036	Undergraduate professional programs	Undergrad Chemistry	40.0501	B	1989	1994
			Full Accreditation not yet received, expected in the next few months.				
	American Psychological Association Committee on Accreditation 750 First Street, NE Washington, DC 2002-4242 (202)336-5979	Doctoral programs for professional practice.	Counseling Psych	42.0601	D	1991	1996
Medicine							
	Liaison Committee on Medical Education American Medical Association 515 North State Street Chicago, IL 60610	MD & basic medical science programs.	College of Medicine (All Programs)	51.1201	P,D	1993	2000
	AMA Committee on Allied Health Education & Accreditation 515 North State Street Chicago, Il 60610 (313)464-4660		Physician Assistant	51.0807	B	1994	1999

UNIVERSITY OF FLORIDA
Accreditation Status, By College

College	Accrediting Agency	Program(s) Accredited by Agency	College/School/Program	CIP	Status	Date Accredited	Next Accreditation
Nursing							
	National League for Nursing 350 Hudson Street New York, NY 10014 (800)669-1656	Baccalaureate and higher nurse education degree programs.	Nursing	51.1601	B,M	3/13/95	2003
	American College of Nurse - Midwifery 1522 K. Street Washington, DC 20005	Masters Education in Nurse - Midwifery	Nursing	51.1601	M	2/15/95	2003
Pharmacy							
	American Council on Pharmaceutical Education 311 W. Superior Street Chicago, IL 60610 (312)664-3575	Professional degree programs.	Pharmacy	51.2001	B,P	1994	2000
Veterinary Medicine							
	American Veterinary Medical Association Council of Education Accreditation 930 N. Meacham Road Schaumburg, IL 60196 (708) 605-8070	DVM & VMD programs	Veterinary Medicine	51.2401	DVM&VMD	1995	1998

LEGEND FOR ACCREDITATION STATUS

A = Accredited, Multiple programs involved
B = Accredited Bachelor's program
M = Accredited Master's program
D = Accredited Doctoral program
S = Accredited Specialist's program
P = Accredited Professional program